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ABSTRACT

This comprehensive school health education program offers a planned sequential curriculum for grades K-12 based on student needs, current and emerging health concepts, and social issues. It integrates the physical, mental, emotional, and social dimensions of health. The 10 areas covered are: (1) consumer health; (2) dental health; (3) disease control; (4) environmental and community health; (5) family health; (6) mental health; (7) nutrition; (8) personal health and physical fitness; (9) safety and emergency care; and (10) substance abuse. Specific programs and goals, effective management systems, and evaluation procedures are presented for all grade levels. For each item at each grade level the instructional objectives are listed along with the course content and skills to be achieved. The appendices contain information on: health education for the special education student; career education in the health education program; instruction in ethics, moral values, and citizenship in health education; time requirements for subject areas; and study habits, homework, and student responsibilities. (JD)

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ALABAMA COURSE OF STUDY

Health Education

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State Superintendent of Education

ALABAMA STATE DEPARTMENT OF EDUCATION
MONTGOMERY, ALABAMA 36130

Bulletin 1988, No. 25

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ALABAMA COURSE OF STUDY
Health Education

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State Superintendent of Education
ALABAMA STATE DEPARTMENT OF EDUCATION
MONTGOMERY, ALABAMA 36130
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PREFACE

Health education facilitates the development of students so that they may achieve their maximum potential. The Alabama Course of Study: Health Education K-12 is an outline of instructional objectives and content to be taught at each grade level.

The development of this course of study is required by law (Act No. 221, Special Session 1965) and has been approved by the State Board of Education. It is a content outline to be used in planning the Health Education curriculum. Teachers are encouraged to go beyond these instructional objectives to ensure the development of the whole child.

INTRODUCTION

A comprehensive school health program traditionally encompasses three interdependent components: health education (instruction); health services; and a healthful school environment. Each of these program components complement and are complemented by the procedures and activities of the other two. Even though the program is school-based, not only school personnel and school students but families and communities should be involved in the planning, the implementation, and the evaluation of the program.

The purpose of comprehensive health education in a school setting is the maintenance, reinforcement, and/or enhancement of the health, health-related skills, and health attitudes which are conducive to the positive lifestyles of children and youth. Individuals, regardless of position in life, will be required to make daily decisions affecting their personal health and the health of others. An effective comprehensive program of health education enables them to promote health in a changing world. Such a program must include recent and reliable information on the promotion of health, the reduction of health risks, the prevention of disease, and the management of health problems.

RATIONALE FOR HEALTH EDUCATION IN ALABAMA SCHOOLS

In 1984 the Commission on Philosophy for School Health Education published a strong justification for the importance of health education in the Journal of School Health. The report suggested that the value of health education could not be measured by existing standards or in a present time frame since a single item of health information could be used to save some person's life in future years. Further, the report stated, in such an instance that particular item could be of more value than any other learning experience the individual may have had.

Other reasons for health education relate to the increasing problems of ill health in terms of physical, mental, and/or social development. Some of these problems impair development, some interfere with learning, and some lead to disability or death. In 1973 the President's Committee on Health Education published a report which listed some areas that were causes of concern. Among these were the following:

1. Lack of exercise
2. Self-medication
3. Smoking
4. Weight problems (either obesity or low weight)
5. Excessive use of alcoholic beverages
6. Substance abuse
7. Resistance to authority
8. Sexual experimentation
9. Search for identity
10. Accidents

11. Dental caries

12. Sexually transmitted diseases

13. Teenage pregnancy

14. Misconceptions concerning health practices.

The results of a nationwide School Health Education Study in 1985 pointed out that not only children and youth but also a number of adults lacked knowledge and in fact had a number of misconceptions concerning everyday personal health facts.

Among the most significant justifications for a comprehensive health program in the curriculum are the opportunities it provides for students to discuss problems, issues, and topics of interest to them; to examine attitudes, values, and beliefs; to explore the process through which social values are acquired and how these values can affect personal health; to obtain accurate information on crucial health areas; to develop critical thinking and decision-making skills; to learn how health status is related to behavior; and to experience a sense of responsibility for self, family, and community health.

Both the American Medical Association and the American Public Health Association have long endorsed and encouraged the teaching of health and good personal health practices in all grade levels of the school curriculum.

As long ago as 1927, the importance of health education in elementary schools was recognized in the state of Alabama. The School Code of that year, which is still applicable today, reads as follows:

> "In every elementary school in the state there shall be taught at least reading, spelling, handwriting, arithmetic, oral and written English, geography, history of the United States and Alabama, elementary science, hygiene, nutrition, physical training and such other studies as may be prescribed by the state board of education." (School Code 1927, & 38; Code 1940, T. 52 & 17.)

Thus, it should be recognized that health education is mandated in the schools of Alabama. This mandate was reaffirmed in the School Code of 1940.

SELECTED CHARACTERISTICS OF

A COMPREHENSIVE SCHOOL HEALTH EDUCATION PROGRAM

A comprehensive school health education program should include all of the following characteristics:

- Instruction that motivates health maintenance and promotes wellness as well as prevention of disease and disability.
- Activities designed to develop decision-making competencies related to health and health behavior.
- Planned sequential curriculum for grades K-12 based on student need, current and emerging health concepts, and social issues.
- Opportunities for all students to both develop and demonstrate positive health-related knowledge, attitudes, and behaviors.
- Integration of the physical, mental, emotional, and social dimensions of health.
- Adequate coverage of ten areas each year in a manner commensurate with the ages and abilities of the students at any one level. The ten areas are:

    1. Consumer Health
    2. Dental Health
    3. Disease Control
    4. Environmental and Community Health
    5. Family Health
    6. Mental Health
    7. Nutrition
    8. Personal Health and Physical Fitness
    9. Safety and Emergency Care
    10. Substance Abuse

- Specific programs and goals at all grade levels.
- Effective management system.
- Formative and summative evaluation procedures.
- Sufficient resources including instructional materials, classroom time, and staff, to conduct an effective program.
- Active support of the school administration, parents, and the community at large.

THE ELEMENTARY PROGRAM IN HEALTH EDUCATION

The elementary school health education program includes all health-related activities which are provided by the school. Basically, it consists of three separate but strongly interrelated program elements: (1) healthful school living, (2) school health services, and (3) health instruction in the classroom. All three should be integral parts of a well-planned school curriculum.

Healthful School Living. Healthful school living encompasses those aspects of the school program that are related to environmental considerations. These include attention to sanitary provisions, safety factors, school nutrition procedures, building and classroom facilities, and any other factors which create a healthful and safe atmosphere for elementary students.

School Health Services. School health services are concerned primarily with the medically-oriented aspects of the school program. The identification of factors which might impair student learning, a health examination including visual and audio screening, and teacher observation of student health problems are components of this portion of the program.

Health Instruction. Health instruction incorporates those aspects of the school program which relate to teaching-learning activities. As with the other subjects in the curriculum, attention should be given to content as shown in Alabama Course of Study for Health Education, teaching strategies, materials, and program evaluation.

Instruction in health education is required for a minimum of 60 minutes weekly for students in the elementary grades. Instructional objectives and content for each grade level are included in this document and should be used in the development of a comprehensive health education curriculum.

KINDERGARTEN

Interests of the kindergarten child center around what is familiar from experiences in the home and the neighborhood. Adaptation to the school routine may be a difficult task for some children, however, most children will make a smooth transition.

Growth in height and weight is relatively slow at this age. Some supervision may be necessary to help establish satisfactory toilet habits. Food habits, conditioned by the home, may result in a preference for simple meals and plain foods. Breakfasts may be poor in nutrition, and some students may express distaste for cooked vegetables and other foods.

Motor skill development is important through a variety of play activities, and adequate play space for vigorous free movement should be available. Naps or quiet rest periods should be provided. Certain childhood diseases are common.

Health education may be provided on an informal basis throughout the day in relation to real-life events as well as through direct instruction.

The instructional objectives on the following pages were developed in recognition of the characteristics of the kindergarten age child and represent those topics which should be included in a comprehensive kindergarten health program.

KINDERGARTEN

TOPIC: MENTAL HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand the importance of themselves and others.	1. Recognize that each person is different from everyone else. 2. Identify different facial features. 3. Point out positive unique characteristics of self. 4. Make and observe fingerprints. 5. Draw a picture of self. 6. Associate picture of self with caption I AM VERY SPECIAL.
II. Describe different feelings which people have.	1. Identify faces that are happy, sad, angry, and scared. 2. Associate different feelings with roles played by puppets. 3. Describe what actions and/or events made puppets happy, sad, angry, and/or scared.
III. Discover acceptable ways of dealing with emotions.	1. Observe emotions expressed by puppets. 2. Observe how puppets coped with and/or reacted to various emotions. 3. Recognize positive ways of coping with anger, fear, sadness, and happiness. 4. Express emotions and begin to cope with them in an acceptable manner.

KINDERGARTEN

TOPIC: NUTRITION

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand that all living things need food and water.	1. Distinguish between living and nonliving things. 2. Recognize that humans, plants, and animals need food and water to survive.
II. Understand the human body's need for food.	1. Explain the effects on the body of going without food. 2. Explain the effects on the body of too little food or too much food.
III. Understand the need for a balanced diet.	1. Understand food as a source of energy. 2. Understand energy is needed for growth and development. 3. Understand that living things have various diets.
IV. Understand the basic food groups and their importance in human health.	1. List the four basic food groups and foods which belong to each. 2. Explain the importance of regular meals and what comprises a balanced breakfast, lunch, or dinner. 3. Explain what should be included in between-meal snacks.

KINDERGARTEN

TOPIC: PERSONAL HEALTH AND PHYSICAL FITNESS

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand the importance of rest and sleep to living things.	1. Define terms rest and sleep. 2. Know the emotional and physical benefits of adequate rest and/or sleep. 3. Know what constitutes an adequate amount of rest and/or sleep.
II. Understand the importance of exercise to the human body.	1. Know the amount of exercise required for physical fitness. 2. Know and demonstrate basic exercises that have an effect upon various body parts. - Sit-ups - Hopping, skipping - Jumping jacks - Running
III. Understand the importance of personal health habits to physical health.	1. Know and demonstrate personal health habits in daily living. - Washing hands - Blowing nose - Proper use of bathroom facilities - Covering mouth when coughing and/or sneezing
IV. Understand the importance of games and other movement activities in maintaining physical fitness.	1. Know games and/or movement activities can be pleasant experiences. 2. Understand good sportsmanship activities. 3. Use games and/or movement activities to develop friendships.
V. Understand harm done by germs and/or infections.	1. Define germs and infections. 2. Understand how germs and infections enter the body. 3. Understand measures of preventing infections or germs from entering body. - Cleansing wounds - Caring for wounds

KINDERGARTEN

TOPIC: SUBSTANCE ABUSE

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand the importance of adult supervision when taking medicine.	1. Define medicine. 2. Know the importance of taking the proper amount of any medicine. 3. Know the consequences of taking too much or too little of a medicine. 4. Know how to determine the proper amount to take of a medicine. 5. Know that medicine should always be taken with adult supervision. 6. Understand the consequences of taking substances that resemble familiar medication.
II. Understand that substances can be used safely or dangerously.	1. Define safe and unsafe substances. 2. Know that the average household contains many unsafe substances. 3. Know some common safe and unsafe substances. 4. Know how to determine whether or not a substance is unsafe. - Warning on bottles and/or packages - Asking adults
III. Understand the importance of saying "no" to strangers who offer you food or drink.	1. Know that candy, food and/or drinks offered to children by some people may contain dangerous substances. 2. Discuss reasons for saying "no" to food, drinks, or other substances offered by strangers. 3. Practice saying "no" when substances are offered.

KINDERGARTEN

TOPIC: CONSUMER HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Recognize various pictures and vocabulary relating to consumer health.	1. Discuss shopping for, buying, and using health-related products. 2. List and discuss vocabulary words relating to health, medicine, and advertising.
II. Understand why medicine should be administered by responsible adults or medical professionals.	1. Discuss importance of having an adult read directions and administer medication. 2. Discuss purpose of specific medication for a specific ailment. 3. Discuss danger of incorrect dosage of medication.
III. Know names of various jobs which are related to promoting health.	1. Name kinds of jobs people have that help promote good health. 2. Listen to health resource persons speak to the class. 3. Visit a health-related place.
IV. Recognize that everyone is a health consumer.	1. Discuss and list things everyone needs in order to live. 2. Select items that are related to health and well being. 3. Discuss television commercials regarding health products.

KINDERGARTEN

TOPIC: DENTAL HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand what teeth are used for.	1. Explain that teeth are used for eating and speech. 2. Practice saying words indicating the use of the teeth.
II. Understand what is meant by plaque.	1. Define plaque. 2. Give an example of plaque. 3. Explain that plaque harms teeth. 4. Explain how to remove plaque. - Brushing - Flossing - Brushing tongue
III. Understand the effect that certain snacks have on teeth.	1. Display snack foods that are good for teeth. 2. Display snack foods that will harm teeth. 3. Name drinks that are good and/or bad for teeth.
IV. Understand other rules for healthy teeth.	1. List rules for healthy teeth. - Regular visits to dentist - Brushing and flossing - Using toothpaste - Using mouth rinse

KINDERGARTEN

TOPIC: SAFETY AND EMERGENCY CARE

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand rules for safe use of playground equipment.	1. Tour playground and discuss safety practices related to each piece of equipment. 2. Practice safe usage of each piece of equipment.
II. Recognize safe use of potentially dangerous objects.	1. Discuss potential hazards of objects in the house and school. - Scissors - Pencils - Knives - Electrical and motorized machines 2. List ways to use these objects safely.
III. Be aware of hazards existing in the environment.	1. Discuss hazards in the environment. - Poisons - Fire - Electrical problems - Damaged equipment and appliances 2. Tell how hazards can be avoided.
IV. Recognize reasons to walk rather than run at certain times.	1. Discuss the dangers of running under certain circumstances. 2. List places that running should be avoided.
V. Understand reasons for not putting foreign objects in mouth.	1. Discuss accidents that have happened when objects were put in mouth. 2. List objects which should never be put in mouth.

KINDERGARTEN

TOPIC: DISEASE CONTROL

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand germs cause some infections, illnesses, and diseases.	1. Discuss illnesses and diseases caused by germs. 2. Discuss importance of keeping wounds cared for properly.
II. Understand importance of good health practices and immunizations.	1. Discuss good health procedures to be practiced daily. - Brushing teeth - Bathing - Washing hands before meals 2. Discuss need for documentation of immunization before entering school.
III. Understand that medical personnel play positive roles in prevention and/or treatment of diseases.	1. Define medical personnel by name. - Physician and/or doctor - Nurse - Dentist 2. Discuss ways medical personnel help to promote good health. 3. Listen to nurse discuss his/her role in maintaining good health.

KINDERGARTEN

TOPIC: ENVIRONMENTAL AND COMMUNITY HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand basic health habits.	1. Discuss importance of personal health habits. - Washing hands - Bathing - Clean clothing - Tooth brushing - Waste disposal 2. Role play personal health habits. 3. Know role personal health habits play in community health.
II. Understand importance of keeping environment clean.	1. Distinguish between clean and dirty environments. 2. Observe clean and dirty areas in surroundings. 3. Discuss importance of keeping environment clean. - Classroom - Cafeteria - Bathroom - Students themselves
III. Understand proper use of facilities in home and at school.	1. Discuss safe and proper use of facilities in school and at home. 2. Tour school plant, discuss, and practice use of facilities.

KINDERGARTEN

TOPIC: FAMILY HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand concept of "family".	1. Discuss names of various members that might be included in a family. - Mother - Father - Brothers - Sisters - Grandparents - Guardians - Aunts - Uncles - Cousins
II. Understand each member contributes something to family group.	1. Discuss contributions of various family members that lead to family health. - Work - Play - Respect - Sharing of responsibility/chores - Love
III. Understand differences between personal things and family belongings.	1. Discuss articles which are personal items. - Toothbrush - Clothing - Toys 2. Discuss items which are family property. - Toothpaste - Soap - Television set and/or radio 3. Formulate rules for requesting use of another person's personal items.
IV. Understand role of feelings in family life.	1. Discuss feelings all persons experience. - Happiness - Sadness - Thoughtfulness - Thoughtlessness - Respect - Disrespect 2. Discuss reasons for feelings and effects on other persons.

KINDERGARTEN

TOPIC: FAMILY HEALTH (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
V. Understand that family health is affected by various family problems.	1. Recognize how the death of a pet affects the family. 2. Define divorce. 3. Recognize how divorce affects different family members. 4. Understand that the human body should be treated with respect. 5. Know the importance of telling a parent, guardian, or teacher when someone does something to you that makes you feel uncomfortable.

FIRST GRADE

Most children in the first grade have made a smooth transition to school life. Emotional upsets, fears, and worries may still be apparent from time to time, however.

By age six some students may begin to show curiosity about sex differences. Eating habits are likely to show improvement, although breakfast still tends to remain the poorest meal. All twenty deciduous teeth are established by this age, and permanent teeth are developing.

Frequent colds as well as other communicable diseases are common. Accidents also tend to increase. Growth and development continue to progress at a steady rate. Many students make frequent, heavy demands for the teacher's attention.

Certain health problems may demand immediate attention, and the development of appropriate personal health practices is extremely important in first grade.

The instructional objectives on the following pages were developed in recognition of the characteristics and needs of the first grade child and represent content which should be included in a comprehensive first grade health program.

FIRST GRADE

TOPIC: MENTAL HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand that each individual is unique.	1. Determine the ways in which students in class are different from one another. 2. Recognize the importance of individuality. 3. Appreciate different characteristics displayed by other individuals.
II. Understand the importance of friendship with other living things.	1. Identify the characteristics of a friend. 2. Describe activities that can be done best with a friend. 3. Know and practice ways of being a friend to new acquaintances and others. 4. Describe feelings of being a friend to others. 5. Understand and demonstrate being a friend to living things other than people.
III. Understand that personal feelings affect personal actions.	1. Describe various feelings people have and actions that might result from those feelings. - Happiness - Sadness - Anger - Fear - Loneliness - Love - Worry 2. Know that feelings can cause illness or loss of appetite. 3. Describe feelings that result from doing something undesirable.
IV. Understand that everyone makes mistakes and learns as a result of mistakes.	1. Define mistake. 2. Describe mistakes that are made by people. 3. Describe how people feel when they make mistakes. 4. Understand the importance of admitting mistakes. 5. Undertand how previous mistakes can help in making future decisions.

FIRST GRADE

TOPIC: NUTRITION

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand the basic food groups and what comprises each group.	1. List the four basic food groups and the foods which belong to each. 2. Know the sources of each of the foods in the basic food groups.
II. Understand the importance of proper diet in human health.	1. Know that proper diet contains food from four food groups. 2. Demonstrate knowledge of proper diet by selecting foods to be included in meals. - Breakfast - Lunch - Dinner - Between-meal snacks 3. Understand the importance of avoiding large amounts of certain foods. - Sugar - Salt - Fat
III. Practice proper manners.	1. Know what is acceptable conduct when eating. - Correct posture - Use of utensils - Use of napkin - Correct way to drink from glass or bottle - Correct way to return dishes after eating - Conversation at table 2. Demonstrate acceptable manners when eating. - In school lunchroom - Outside the school setting

FIRST GRADE

TOPIC: PERSONAL HEALTH AND PHYSICAL FITNESS

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand the importance of daily exercise in the maintenance of health and growth.	1. Explain how exercise promotes proper functioning of the body. - Heart - Lungs - Muscles - Other organs 2. Know and demonstrate various exercises that promote growth and good health. - Jumping jack - Running - Sit-ups - Pull-ups - Stretching
II. Understand the importance of regular recreation activities.	1. Know and demonstrate a variety of games. 2. Explain how recreational activities benefit human relationships. 3. Explain how recreational activities promote health. 4. Demonstrate sportsmanlike conduct in group recreation activities.
III. Understand illness and factors that are important in its control.	1. Define <u>illness</u> and name several common illnesses. 2. Describe symptoms of illness. - Fever - Headache - Sore throat - Muscle aches 3. Know key factors in control of illness. - Contact with people who are ill - Maintaining personal health - Immunization - Regular checkups by a physician - Regular dosage of prescribed medication

FIRST GRADE

TOPIC: PERSONAL HEALTH AND PHYSICAL FITNESS (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
IV. Understand the role of good hygiene in maintenance of health.	1. Know and demonstrate common rules of daily good hygiene. - Frequent bathing - Brushing teeth twice daily - Cleanliness of hair, hands, and nails - Cleanliness of clothing - Cautious handling of unclean objects

FIRST GRADE

TOPIC: SUBSTANCE ABUSE

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand that some substances are safe and others are unsafe.	1. Define safe substance as opposed to unsafe substance. 2. Know some unsafe substances and the dangers of taking and/or using them. 3. Know basic emergency procedure to follow if emergency occurs related to substance abuse.
II. Understand the importance of saying "no" to medication offered unless prescribed by a doctor and given by a designated adult.	1. Know medication should be taken only by the person for whom it has been prescribed. 2. Know that medication should be taken only in prescribed dosage. 3. Know that some harmful substances may look like prescribed medication. 4. Know that medication should be taken under supervision of designated adult. - Doctor - Nurse - Parent and/or guardian 5. Practice refusal techniques when offered medication by someone other than designated adults.

FIRST GRADE

TOPIC: CONSUMER HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Recognize ways different professionals help to promote health	1. Discuss ways in which physicians, nurses, dentists, sanitation officers, and dieticians help keep people healthy. 2. Visit a health-related place.
II. Recognize safety practices to follow when using health products.	1. Discuss importance of childproof caps, proper directions, and reading labels. 2. Name some safety practices that individuals must follow.
III. Know rules that help protect consumer health.	1. Name the rules to follow in order to be safe consumers. Example: Avoid using medication prescribed for other persons.

FIRST GRADE

TOPIC: DENTAL HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand that a dentist is a health helper and friend.	1. Define dentist. 2. Know that a dentist can straighten teeth. 3. Know that a dentist can pull teeth. 4. Visit the dentist's office.
II. Understand that people get two sets of teeth.	1. Explain that first set of teeth are called primary teeth. 2. Explain that second set of teeth grow under primary teeth. 3. Explain that new teeth are called permanent teeth.
III. Understand reasons for losing primary teeth.	1. Know the normal replacement of primary teeth by permanent teeth. 2. Explain tooth loss could be due to cavities. 3. Explain tooth loss may be due to diseases of teeth and gums. 4. Explain tooth loss and gum disease may be due to not brushing and flossing regularly.

FIRST GRADE

TOPIC: SAFETY AND EMERGENCY CARE

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Recognize traffic light colors and rules for traffic safety.	1. Observe traffic lights on street or in lunchroom. 2. Discuss rules related to traffic safety.
II. Know procedure for safe school bus and/or automobile riding.	1. Discuss basic rules to be observed for school bus safety. 2. Discuss safety rules for automobile riding. 3. Simulate safety procedures.
III. Recognize reason for avoiding stray or unknown animals.	1. Discuss why stray or unknown animals can be dangerous. 2. Discuss ways of avoiding these dangers.
IV. Identify safety aspects of school environment.	1. Take a trip around the school and point out safety hazards. 2. Discuss how hazards can be avoided.
V. Understand rules for safety of pedestrians.	1. Discuss safety problems encountered going to and from school. 2. Discuss problems of walking between parked cars and in parking lots. 3. Discuss rules to observe in walking in city and/or rural areas.

FIRST GRADE

TOPIC: DISEASE CONTROL

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand ways in which germs enter the body.	1. Discuss body opening through which germs may enter. - Mouth - Nose - Ears - Eyes - Open Wounds - Insect bites - Skin 2. Discuss protective practices that prevent germs from entering body. - Cleansing of wounds and/or bites - Use of bandages if required - Keeping articles out of mouth, nose, ears - Frequent washing of hands
II. Understand prevention of some diseases by immunization.	1. Define immunization. 2. Discuss diseases that can be prevented by vaccines. - Measles - Mumps - Smallpox - Tetanus - Whooping cough - Diphtheria 3. Discuss need for initial immunization and/or booster shots.
III. Understand certain organizations and agencies provide preventive health services.	1. Discuss organizations and/or agencies which offer assistance to students. - Medicaid - Mental Health - Department of Human Resources - Department of Public Health 2. Discuss ways in which organizations and agencies help (including drug prevention programs).

FIRST GRADE

TOPIC: ENVIRONMENTAL AND COMMUNITY HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand effects of immediate environment on personal health and safety.	1. Define <u>environment</u>. 2. Discuss environmental conditions which affect individual and community health. - Pollution of air, water ,soil - Traffic hazards - Noise 3. Locate and discuss local environmental hazards. 4. Discuss possible solutions for #3.
II. Understand environmental health through conservation of natural resources.	1. Define <u>conservation</u> and <u>natural resources</u>. 2. Discuss examples of waste and/or misuse of natural resources. 3. Discuss possible solutions for #2 and effect on environment.
III. Understand role of protective environmental and/or health agencies in local community.	1. Discuss agencies which protect environmental health and role of each. - Health Departments (city, county, state) - American Red Cross - Heart Association - Environmental Protection Agency - State Medical Association 2. Visit a health agency or invite health-related individual to visit classroom and discuss community/environmental health.

FIRST GRADE

TOPIC: FAMILY HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand that all living things have certain needs.	1. Define need and living thing. 2. Discuss categories of living things and examples. - Plants - Animals 3. Explain needs of all living things. - Air - Water - Food - Rest - Light
II. Understand that living things resemble their ancestors in appearance.	1. Discuss resemblance of living things to parents and/or ancestors. - Pets to mothers and/or fathers - Human babies to parents
III. Understand importance of family members.	1. Identify persons who are family members. 2. Discuss importance of each family member. - Love and care for other members - Sharing of happinesss and sadness - Respect and courtesy to other members - Social occasions with other members
IV. Identify ways in which families may be different.	1. Discuss composition of different families. 2. Discuss pictures which illustrate differences in families.
V. Understand that living things change as they mature.	1. Discuss changes that occur in plants, animals, and people.
VI. Understand the importance of the individual being treated with respect.	1. Discuss ways of being treated that make people feel good about themselves. 2. Know actions to be taken when someone tries to do things that make you feel uncomfortable. - Tell responsible adult - Move away from person

SECOND GRADE

Students entering second grade are in various stages of physical development. Many of them have front teeth which are still missing, and their interest in dental health is increasing. Most students of this age group are very active and possess highly-developed imaginations. Experimentation with different activities is common, and accidents are more frequent. Although second graders are beginning to retain learning for longer periods of time, their attention span is still of relatively short duration. Boys and girls tend to have similar interests; however, most students are more self-centered than group-oriented.

Health education at the second grade level should still grow out of special natural events, but more consideration must be given to careful planning of instruction in order that students begin to understand the link between personal health habits and positive, productive living.

The instructional objectives on the following pages were developed to correspond with the characteristics of second grade students and should be included in a comprehensive health program for students of that age group.

SECOND GRADE

TOPIC: MENTAL HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand the relationship between personal health and self concept.	1. Review positive personal health habits taught in previous grades. 2. Demonstrate positive personal health habits both within and without the school setting. 3. Discuss activities which improve self concept. 4. Discuss self discipline. - Importance of it - Ways of practicing it - Effects on other persons - Effects on personal health
II. Understand that frustration, disappointment, and elation are elements of learning.	1. Define frustration, disappointment, and elation. 2. Discuss frustration, disappointment, and elation. - Feelings caused by each - Ways of coping with feelings - Situations that cause each - Learning that results from each - Benefits in making future decisions

SECOND GRADE

TOPIC: NUTRITION

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand the importance of nutritionally balanced meals to physical and mental health.	1. Know foods which comprise each of the four basic food groups. 2. Select from a variety of foods those which would make a nutritionally balanced meal. 3. Know the recommended number of servings per day of various foods in a nutritious diet. - Milk - Meat - Fruit and vegetables - Grain - Water 4. Describe the effects of large amounts of certain food products in diet. - Sugar - Starch - Fat - Salt - Caffeine
II. Identify the nutrients in each of the four basic food groups and understand their relationship to physical health.	1. List the nutrients in basic food groups. 2. Explain what each nutrient contributes to human health.
III. Understand the relationship between food intake and human growth and development.	1. Discuss factors that contribute to growth. - Nutrients - Adequate food - Sleep and/or rest - Proper diet - Fresh air 2. Develop simple rules for health living. 3. Review and practice acceptable manners.

SECOND GRADE

TOPIC: PERSONAL HEALTH AND PHYSICAL FITNESS

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand that good habits of nutrition, relaxation, rest, and recreation enhance physical and mental health.	1. Explain and demonstrate positive factors of nutrition, relaxation, rest, and recreation. - Proper diet - Exercise - Adequate rest and/or sleep - Positive attitude and/or self concept 2. Participate in school programs in a positive manner.
II. Understand the importance of exercise to good posture and personal health.	1. Know and demonstrate correct posture. 2. Know role of exercise in human posture. 3. Know the detrimental effects of poor posture on human development.
III. Begin to accept responsibility for good personal health practices.	1. Demonstrate positive attitude toward personal health both within and without the school setting. - Washing hands before meals - Brushing teeth - Bathing frequently - Washing and brushing hair - Eating proper diet - Sleeping adequate amount of time - Participating in physical activities - Presenting a neat appearance
IV. Understand the reasons for regular physical and dental checkups.	1. Discuss the role of dentists and doctors in maintaining human health. 2. Exhibit a positive attitude toward visits to doctors and dentists.

SECOND GRADE

TOPIC: SUBSTANCE ABUSE

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Distinguish between needs and wants.	1. Define a need and a want. 2. Discuss individual needs and wants and explain reasons for each. 3. Discuss differences in needs and wants of various persons.
II. Understand human habits and how they are formed.	1. Define a habit. 2. Discuss personal habits and classify those which are good health habits and those which are poor health habits.
III. Understand the hazards of substance abuse.	1. Define substance abuse. 2. Understand the effects of overuse of certain substances. 3. Discuss ways to avoid substance abuse. 4. Know common substances which should be avoided or used in small amounts. 5. Know proper procedures for taking medication.
IV. Understand the importance of refusing substances which may have harmful effects on the body.	1. Review ways of saying "no" to substances offered by people not designated to offer food, candy, beverages, or medication.

SECOND GRADE

TOPIC: CONSUMER HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand how health information is provided.	1. Know and discuss sources of health information. - Medical professionals - Radio - Newspapers - Television - Magazines, etc.
II. Understand that there are agencies to protect consumers.	1. Know which agencies protect consumers. - Food and Drug Administration - Consumer Protection Agency 2. Discuss importance of these agencies.
III. Understand that differences exist among various health products.	1. Discuss differences among health products. - Strength - Dosage - Side effects 2. Discuss measures to assure safe uses of health products.

SECOND GRADE

TOPIC: DENTAL HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand that certain foods help keep teeth healthy.	1. Discuss fruits and vegetables that are good for teeth. - Apples - Grapes - Bananas - Carrots - Celery - Bell pepper, etc. 2. Discuss foods that are harmful to teeth. - Candy - Cake - Chocolate bars - Bubble gum
II. Recognize importance of brushing and flossing teeth.	1. Demonstrate proper brushing and flossing techniques. - Brush up and down - Brush inside and out - Brush tops - Floss
III. Describe parts of a tooth.	1. Label three parts of a tooth. - Crown - Gum - Root 2. Tell functions of crown, gum and root.

SECOND GRADE

TOPIC: SAFETY AND EMERGENCY CARE

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Recognize dangers related to guns and firearms.	1. Define accident. 2. Discuss accidents caused by guns and firearms. 3. Discuss causes of firearm accidents and how these accidents may be prevented.
II. Understand safety rules for different parts of the house.	1. Discuss safety problems that may exist in each room of the house. 2. Develop safety rules for the home.
III. Become aware of safety precautions with respect to fire.	1. Discuss importance of prevention of fires. 2. Formulate safety measures in fire prevention.

SECOND GRADE

TOPIC: DISEASE CONTROL

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand different types of germs are related to specific diseases.	1. Know and differentiate among kinds of germs. - Bacteria - Virus - Fungi - Germs carried by insects 2. Associate various diseases with germs that cause them.
II. Understand means by which germs spread.	1. Discuss ways in which germs may be spread to other persons. - Through the air - By insects - Through food products - Through water - By contact with those who are ill 2. Discuss ways of preventing spread of germs.
III. Understand common infectious and/or noninfectious diseases.	1. Define <u>infectious</u> and <u>noninfectious disease</u>. 2. Discuss common infectious diseases and their symptoms. - Colds and influenza - Measles - Mumps - Chicken pox - Tetanus - Poliomyelitis 3. Discuss common noninfectious diseases and their symptoms. - Heart problems - Diabetes - Hypertension - Sickle cell anemia - Cancer 4. Know there is no need for concern about contracting noninfectious diseases from others. 5. Discuss the absence of a cure for certain noninfectious diseases.

SECOND GRADE

TOPIC: DISEASE CONTROL (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
IV. Understand differences between harmful and beneficial micro-organisms.	1. Define microorganism. 2. Discuss ways in which microorganisms are beneficial and/or harmful.
V. Understand role of personal health practices in combating diseases.	1. Discuss personal fitness and hygiene. - Proper diet - Cleanliness - Adequate sleep and rest - Adequate health care 2. Formulate and follow personal health practices that prevent diseases and contribute to personal fitness.

SECOND GRADE

TOPIC: ENVIRONMENTAL AND COMMUNITY HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand that people live in various environments.	1. Discuss types of communities and environments in which people live. - Urban - Rural - Arctic - Tropic - Temperate
II. Understand that each community and/or environment has health workers.	1. Discuss types of health workers found in local environment. - Health educators - Public health nurses - Environmentalists - Sanitation workers
III. Understand that each community has health agencies which help regulate environmental conditions.	1. Discuss names and responsibilities of various health agencies. - Environmental Protection Agency - Department of Public Health
IV. Understand role of senses in warning of environmental hazards.	1. Know and differentiate among senses. - Smell - Sight - Hearing - Touch - Taste 2. Discuss how senses help to detect: - Fire - Smoke - Bad weather

SECOND GRADE

TOPIC: FAMILY HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand that human beings grow and develop inside the mother.	1. Discuss "mother" as carrier of human life. 2. Discuss importance of proper health care and practices during pregnancy.
II. Understand effect each family member has on health of entire family.	1. Discuss effects family members have on family health. - Physical - Mental - Social - Emotional - Spiritual 2. Discuss importance of treating each family member with respect. 3. Find and discuss pictures of good health practices.
III. Understand families vary in size.	1. Discuss differing family sizes. - Two-parent families - One-parent families - Families with guardians - Extended families 2. Discuss ways in which families may increase or decrease in number of members. - Marriage - Birth - Adoption - Divorce - Death - Grandparents and/or relatives in home
IV. Understand family and school responsibilities are similar.	1. Discuss responsibilities of students at home and at school. - Caring for family and/or school property - Assuming certain duties - Accepting special tasks

SECOND GRADE

TOPIC: FAMILY HEALTH (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
V. Understand that all living things have a life span which ends.	1. Discuss maturation of humans, animals, plants. 2. Discuss changes that occur due to maturation.
VI. Understand effects of abuse on family health.	1. Define abuse. 2. Discuss kinds of abuse. - Physical - Emotional - Mental 3. Know that abuse should be reported to a responsible adult.

THIRD GRADE

Typically by the time children have reached the age of eight, their brains have grown to full weight. At this age, students begin to listen to reason and respond favorably to praise and approval. They also begin to seek more specific information about the body, nutrition, disease, sex, physical fitness, general health, and personal health habits. Illnesses tend to show a decrease from earlier years.

Appetite generally improves and caloric requirements increase. There is rapid growth in eye development and control although an increasing number of students may need glasses by this time. Middle ear infections are common.

Some students go through periods of rebellion although most tend to share in the work demanded. Recognition of attractiveness in the opposite sex may occur among the more mature students. Competitiveness among students increases; however, fairness is very important to them.

Teaching at third grade level should capitalize on students' intense interest in home, school, and community. Record keeping, dramatization, collections of various items, and other similar activities are especially motivating.

The instructional objectives on the following pages were developed in recognition of the characteristics and needs of the third grade child and represent content which should be included in a comprehensive health program for children of this age group.

THIRD GRADE

TOPIC: MENTAL HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Identify basic skills necessary to cope with life situations.	1. Identify situations they meet in daily life which require them to make a decision. - Illness - Emergencies - Dishonesty - Controlled substances 2. Propose solutions to various daily life situations. 3. Understand the importance of making wise decisions. 4. Understand and demonstrate coping skills needed in dealing with life situations. 5. Understand the consequences of peer pressure to "follow the group."
II. Understand sportsmanship and its consequences.	1. Define <u>good sportsmanship</u> and <u>bad sportsmanship</u>. 2. Define a <u>good winner</u>. - Characteristics of - Advantages of - Importance to others 3. Define a <u>poor loser</u>. - Characteristics of - Disadvantages of - Effect on others

THIRD GRADE

TOPIC: NUTRITION

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Know the four basic food groups and the nutrient content of each group.	1. Identify nutrients in various food groups and/or foods. - Grain: carbohydrates/vitamins/minerals - Fruit: carbohydrates/vitamins/minerals/water - Vegetables: carbohydrates/vitamins/water/minerals - Meat: protein/vitamins/minerals - Milk: protein/vitamins/minerals/water 2. Understand consequences of the lack of specific nutrients.
II. Understand the role of nutrient content of various foods in physical health.	1. Define <u>overweight</u> and <u>underweight</u>. 2. Understand role of too much or too little food as a factor in weight. 3. Understand role of exercise as a factor in weight. 4. Understand consequences of consuming too much of certain foods. - Sugar - Caffeine - Alcohol - Salt 5. Understand the consequences of too much weight and/or too little weight on physical health.

THIRD GRADE

TOPIC: PERSONAL HEALTH AND PHYSICAL FITNESS

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Describe behavior patterns that are factors in maintaining optimum health.	1. Know and demonstrate positive attitudes toward following factors. - Proper amounts of rest and/or sleep - Daily exercise - Required immunizations - Proper amount of required foods in diet - Periodic physical checkups
II. Demonstrate traits of good sportsmanship and a spirit of cooperation in activities.	1. Understand significance of solving conflicts in an acceptable manner, cooperation, and good sportsmanship in relation to a positive self image.
III. Participate regularly in an exercise program as prescribed by school curriculum and beyond school physical education classes.	1. Demonstrate knowledge and enjoyment of physical education activities. - Games (both individual and group) - Exercises - Other activities (dancing, skating, etc.)

THIRD GRADE

TOPIC: SUBSTANCE ABUSE

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Recognize the importance of physical health and its role in feeling well.	1. Review good health habits. 2. Know what it means to <u>feel well</u>. - Describe activities that contribute to feeling good - Describe activities that contribute to feeling ill
II. Understand the role that habits play in physical health.	1. Define <u>habits</u>. 2. Discuss <u>good habits</u> as opposed to <u>bad habits</u>. 3. Understand that habits can be changed. - Discuss habits that should be changed. - Discuss ways of changing habits. - Discuss reasons for changing bad habits.
III. Understand the importance of saying "no" to substances and acts that harm the body.	1. Review substances that cause bodily harm. 2. Review safety rules for taking medication. 3. Review safety rules about strangers. 4. Discuss ways of saying "no" to harmful substances and acts.

THIRD GRADE

TOPIC: CONSUMER HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand there are health ideas based on mistaken logic and opinion.	1. Discuss why factual health information is important. 2. Discuss some common health errors. 3. Discuss why they are health errors.
II. Know laws in local communities protect health.	1. Discuss laws that protect health. - Who makes laws - Who is protected by laws - Who enforces laws 2. Know that the laws relate to - Foods - Drugs - Cosmetics - Medical services
III. Understand there are reliable sources to ascertain health information.	1. Know sources of health information. 2. Discuss sources according to priorities.
IV. Know physicians help with certain health problems.	1. Discuss occasions when a physician should be called. 2. Discuss importance of calling a physician when a health problem arises.

THIRD GRADE

TOPIC: DENTAL HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Student will
I. Understand the importance of teeth.	1. Discuss why teeth are needed for chewing food. 2. Know that teeth help with sounds of letters. Example: f, g, th, s
II. Recognize types of teeth and their locations.	1. List and explain - Primary teeth - Permanent teeth - Six-year molars
III. Understand safety habits that help prevent injury to teeth.	1. Know that biting hard objects and participating in certain activities are likely to injure the mouth.
IV. Understand methods to prevent cavities.	1. Review ways to prevent cavities. - Proper brushing - Proper flossing - Regular visit to the dentist - Avoiding sweets - Using flouride

THIRD GRADE

TOPIC: SAFETY AND EMERGENCY CARE

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand reasons for avoiding nonprescription unknown liquids and medicines.	1. Discuss the difference in prescribed medicines and over-the-counter medicines. 2. Discuss examples of nonprescription medicine and harmful liquids. 3. Discuss dangers of over-the-counter medicine and unknown liquids.
II. Observe rules for bicycle safety.	1. List and discuss bicycle safety rules. 2. Invite police chief to speak about bicycle safety. 3. Discuss individual responsibility for personal safety and safety of other persons.
III. Recognize that various organizations assist in safety.	1. Discuss different organizations that help prevent accidents and control hazards. 2. Invite a representative of a safety group to speak.
IV. Understand importance of safety precautions in and around water.	1. Discuss various environmental hazards related to water in the community. 2. Formulate rules for water safety.

THIRD GRADE

TOPIC: DISEASE CONTROL

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Recognize environments best suited for disease-causing organisms to develop.	1. Discuss environmental conditions which promote development of disease-causing organisms. - Warmth - Darkness - Moisture - Food source 2. Discuss bodily protection as preventive of disease entry and/or development.
II. Recognize intestinal parasites as a cause of disease.	1. Define parasite and intestinal parasite. 2. Discuss intestinal parasite's role as cause of disease. 3. Discuss ways in which intestinal parasites may enter body. - Through skin - Through intake of food and/or water
III. Understand need for purification of milk and milk products.	1. Define dairy and dairy products. 2. Discuss procedures to provide pure dairy products. 3. Discover role of heat in destroying harmful organisms in food and water.
IV. Identify and understand means of preventing diseases.	1. Review sound health practices. 2. Review ways of avoiding diseases. 3. Define antibody. 4. Discuss prevention of diseases through antibody protection. 5. Discuss prevention of diseases through use of prescription drugs.

THIRD GRADE

TOPIC: ENVIRONMENTAL AND COMMUNITY HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand responsibilities of health departments.	1. Know and discuss responsibilities of health departments. - Keep records of vital statistics - Maintain laboratory services - Dispense health education information - Regulate sanitation services - Control communicable diseases - Control pollution of environment 2. Discuss health departments role in: - Immunization - Food inspection - Environmental surveillance
II. Understand importance of clean environment free from litter.	1. Discuss ways and formulate rules for keeping school, home, and community environments clean. - Waste receptacles - Waste disposal - Antilittering ordinances
III. Understand importance of personal health habits.	1. Discuss role of personal health habits in environmental and community health.
IV. Understand health hazards are present at home and school.	1. Locate and discuss health hazards in home and school environments. - Heating systems - Food storage - Improper waste disposal - Traffic - Noise pollution 2. Discuss ways of correcting and/or preventing health hazards.

THIRD GRADE

TOPIC: FAMILY HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand importance of heredity and environment in family health.	1. Define heredity and environment as related to students' lives. 2. Discuss effects of heredity and environment relative to uniqueness of individuals. 3. Discuss characteristics resulting from heredity. 4. Discuss characteristics resulting from environment.
II. Understand that not all families are the same.	1. Discuss family differences and reasons that might account for these. - Culture and/or cultural beliefs - Geography and/or geographical areas - Work habits - Family attitudes 2. Recognize that composition of families differs.
III. Recognize that help for personal problems relating to family health is available.	1. Know persons offering assistance in family health. - Physicians - Nurses - Social workers - Teachers - Members of the clergy 2. Receive a classroom visit from a health professional (if possible) and discuss health professionals' roles in family health. 3. Discuss reporting of abuse to responsible adults. - Physical - Emotional - Mental
IV. Understand that all living things have a beginning and an ending.	1. Discuss life spans of common living things. - Humans - Animals - Plants

FOURTH GRADE

Students tend to be physically active at fourth grade level. In some students, fatigue is common due to overexertion and participation in a variety of strenuous activities. Nine to ten hours of sleep are important for students in this age group.

The permanent first and second bicuspid teeth may appear at this time. Some students may display a slouched posture and other unusual positions. Accidents continue to be a problem. Emotionally the student at grade four level assumes self-direction and the challenge of accomplishing certain tasks.

At this age, girls grow more rapidly than boys. Different parts of the body may begin to show uneven growth as well. Motor coordination and eye-hand coordination are improving, and competition with others is important to students in this group.

The health education objectives developed for fourth grade reflect these characteristics. The objectives along with the content and skills as shown on the following pages should determine the curriculum for a comprehensive fourth grade health education program.

FOURTH GRADE

TOPIC: MENTAL HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Identify ways in which individual differences make life more interesting.	1. Discuss ways in which students in a classroom differ. 2. Understand how uniqueness in size, interests, abilities, and accomplishments of individuals is beneficial to society. 3. Understand and accept that people have differing tastes which provide for variety. 4. Understand and accept that people of various cultures do things differently. - Analyze varying cultural patterns. - Discuss differences in way people live. - Respect differences among people.
II. Evaluate the benefits of discussing a problem with someone in confidence.	1. Discuss the characteristics of persons that one could talk with in confidence. - Parent and/or guardian - School counselor and/or social worker - Teacher - Coach - Other relatives 2. Understand that differing viewpoints allow a variety of possible solutions to a problem. 3. Understand that some problems have more than one acceptable solution.
III. Understand the effect of various situations on self-concept.	1. Distinguish between good humor and embarrassing situations. 2. Cite humorous situations in which others are involved. 3. Cite situations in which gestures or ridiculing others can affect self-concept.

TOPIC: MENTAL HEALTH (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
IV. Understand the importance of effective participation in group activities.	1. Recognize that greater accomplishment may be achieved when people function cooperatively as a group. 2. Respect the opinions of other group members. 3. Cite ways of cooperating as a member of a group. 4. Cite ways of hindering group accomplishment.

FOURTH GRADE

TOPIC: NUTRITION

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand the functions in the body of the six major nutrients.	1. Define nutrient and state the function of major nutrients. - Carbohydrates - Proteins - Minerals - Fats - Vitamins - Water 2. Explain nutrients as parts of food necessary for cells to survive and work efficiently.
II. Understand the relationship between balanced intake of nutrients and good health.	1. Define good health. 2. Know foods that are rich in each of the nutrients. 3. Understand the relationship between proper diet, body growth, physical health, and a happy and productive life. 4. Choose foods that provide a well-balanced diet.
III. Understand relationship between balanced intake of nutrients and social problems.	1. Define social problems. 2. Discuss social problems students have and/or might experience. 3. Discuss diet-related problems as a factor in mental attitude and relationships with other people.
IV. Discuss proper preparation and refrigeration of food.	1. Understand what constitutes food spoilage. 2. Know those foods which are most susceptible to spoilage. 3. Discuss how spoilage might be prevented. - Canning - Refrigeration - Proper cooking - Freezing - Proper packaging

FOURTH GRADE

TOPIC: PERSONAL HEALTH AND PHYSICAL FITNESS

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand the relationship between posture and fatigue.	1. Define posture and fatigue. 2. Understand what constitutes good posture. 3. Analyze personal posture and make corrections as needed. 4. Determine the effects of exercise on posture. 5. Determine the effects of poor posture on the body. - Fatigue - Appearance - Breathing
II. Practice correct body dynamics in daily activities.	1. Know and demonstrate correct body dynamics. - Sitting - Lifting - Walking - Running - Standing
III. Understand the positive effects of exercise or physical activity.	1. Discuss how the body can be developed through exercise. 2. Understand how exercise contributes to total fitness. 3. Understand how exercise contributes to greater satisfaction in living.
IV. Understand the systems of the human body and the effects of rest, sleep, diet, and exercise on these systems.	1. Define digestive, respiratory, circulatory, and nervous systems. 2. Discuss the benefits of proper amounts of rest, sleep, exercise on the systems of the human body.
V. Know the sense organs of the human body, the function and benefit of each.	1. Identify sense organ and name each of them. - Skin - Eyes - Ears - Nose - Taste

FOURTH GRADE

TOPIC: PERSONAL HEALTH AND PHYSICAL FITNESS (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT
Students will	Students will
V. Know the sense organs of the human body, the function and benefit of each (continued).	2. Know the function of each of the sense organs. 3. Know the uses of sense organs when exploring the environment. 4. Understand proper care of sense organs.

FOURTH GRADE

TOPIC: SUBSTANCE ABUSE

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand why misuse and abuse of controlled substances may begin early in life.	1. Define misuse and/or abuse of substances. 2. Know factors that could lead to abuse of controlled substances. - Lack of knowledge about consequences - Inadequate parental supervision - Curiosity - Adult substance abuse - Peer pressure - Easy availability of substances
II. Identify some of the underlying causes of substance abuse.	1. Discuss causes of substance abuse that are not visible. - Physical causes - Psychological causes - Social causes 2. Discuss peer pressure, recreation, and/or dissatisfaction with some aspect of life as contributing factors to substance abuse.
III. Understand the effects of controlled substances on the body.	1. Define and list some controlled substances. - Alcohol - Marijuana - Barbiturates - Amphetamines 2. Discuss effects of controlled substances on the human body. 3. Discuss health problems that result from use of controlled substances. 4. Discuss ways of resisting substance abuse.
IV. Understand health problems resulting from self-medication.	1. Define self-medication and home remedy. 2. Discuss how self-medication and home remedies are related to superstition, health advertising, and quackery. 3. Discuss dangers of self-medication and/or home remedies.

FOURTH GRADE

TOPIC: CONSUMER HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Know special work of different medical personnel.	1. List medical personnel of hospitals, public health facilities, and various other agencies. 2. Recognize different services provided by various medical personnel. - Nurses - Physician's assistants - Doctors - Dentists - Orthodontists - Paramedics 3. Discuss benefits of specialization among medical personnel. - Saves lives - Reduces disabilities 4. Discuss disadvantages of receiving care from medical personnel who are not specialized for a particular illness.
II. Understand why self-diagnosis and self-medication are poor practices.	1. Define self-diagnosis. 2. Recognize that sometimes small problems can become serious if proper treatment is delayed. 3. Define self-medication. 4. Explain how harm can result from indiscriminate use of medicine.
III. Understand advertisements as they relate to "truth in advertising."	1. Discuss why advertising should be truthful and current. 2. Discuss reasons most agencies recognize "truth in advertising." 3. Recognize questionable advertising practices. Example: quick remedies
IV. Know scientific ways to select health items for purchase.	1. Recognize that label information, date of expiration, ingredients of medication, and cost/quantity are important. 2. Discuss dangers of selecting an inappropriate drug.

FOURTH GRADE

TOPIC: DENTAL HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Know names, number, parts and functions of permanent teeth.	1. Identify parts of a permanent tooth. - Pulp - Dentin - Enamel - Cementum 2. Know names of 32 permanent teeth. 3. Describe functions of various types of permanent teeth.
II. Recognize evidence of gum disease, cavities, and proper bite.	1. Define cavity and recognize evidence of a cavity. 2. Define gum and recognize evidence of gum disease. 3. Recognize position of teeth when bite is correct.
III. Know proper care of teeth.	1. Explain method and importance of brushing teeth correctly. 2. Explain importance of brushing teeth after meals and snacks. 3. Explain method and importance of flossing teeth correctly. 4. Discuss benefits of regular dental check ups. - Prevention of cavities - Prevention of gum disease - Proper alignment of teeth
IV. Understand harmful effects of sugar on teeth.	1. Compare the sugar content of various foods. - Cola - Oranges - Carrots - Candy - Nuts 2. Discuss acid caused by sugar. 3. Discuss effect of acid on tooth enamel. 4. Know and eat snacks which are nutritious as well as low in sugar content.

FOURTH GRADE

TOPIC: SAFETY AND EMERGENCY CARE

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Know safety hazards that are found in the home environment.	1. Discuss common causes of home accidents. - Fire hazards - Poisonous substances - Falls - Lawnmowers - Other power tools - Weapons 2. Discuss prevention of home accidents. - Caution in using tools - Care in storage of flammable materials - Caution in use of heaters - Proper maintenance of equipment - Respect for weapons
II. Know procedures for escaping from fire.	1. Discuss emergency procedures to follow in case of fire. - Call emergency number to report fire - Check other persons in building - Follow preset escape route - Cover mouth and nose to escape smoke - Crawl to escape flames and smoke
III. Understand dangers of befriending stray animals.	1. Define rabies. 2. Discuss symptoms of rabies. 3. Discuss hazards of petting stray animals. - Scratches and bites - Possible rabies - Fleas, ticks, other insects
IV. Understand some plants are poisonous.	1. Discuss plants that are poisonous. - Poison ivy - Oak - Sumac 2. Discuss results of contact with poisonous plants.

FOURTH GRADE

TOPIC: SAFETY AND EMERGENCY CARE (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
V. Understand hazards of contact with snakes, bees, other biting or stinging insects.	1. Discuss results of contacts with bees, ants, snakes, wasps. 2. Discuss proper care of insect stings and snake bites.
VI. Understand proper procedures to follow when approached by strangers.	1. Discuss times and places strangers may approach people. - Going to and from school - Going to and from the store - In stores/other public places - At home 2. Discuss safety measures to follow when approached by strangers.

FOURTH GRADE

TOPIC: DISEASE CONTROL

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will I. Identify common diseases and/or infections and methods to help control them.	Students will 1. Discuss common infections that are airborne. - Colds and/or influenza - Viruses - Allergies 2. Discuss prevention of airborne infections. - Use of disinfectant sprays - Covering mouth when coughing/sneezing - Proper ventilation of buildings - Proper care of heating/air conditioning systems - Care in avoiding items which cause allergic reactions - Dressing appropriately for weather 3. Discuss common infections that are waterborne. - Cholera - Typhoid fever 4. Discuss prevention of waterborne infections. - Drinking from known water sources - Purification of water 5. Discuss common diseases caused by contaminated foods. - Trichinosis - Salmonella 6. Discuss prevention of diseases caused by contaminated foods. - Cooking pork and chicken thoroughly - Keeping foods properly refrigerated - Buying fresh foods - Not refreezing frozen foods once thawed

FOURTH GRADE

TOPIC: DISEASE CONTROL (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
II. Understand importance of early treatment of disease.	1. Discuss harmful aspects of delayed treatment of disease. - Rapid multiplication of germs in body - More severe complications 2. Discuss benefits of early treatment of disease. - Less severe symptoms - Drugs more effective

FOURTH GRADE

TOPIC: ENVIRONMENTAL AND COMMUNITY HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Review forms of environmental pollution and their adverse effects on personal health.	1. Define environmental pollution. 2. Review examples of environmental pollution. - Air - Water - Noise 3. Review adverse effects of pollution. - Toxins in ground water - Sewage dumped in water or landfills - Burning of coal causes acid rain - Air pollution causes lung disease 4. Discuss possible solutions to pollution.
II. Understand rural and urban communities each have health problems.	1. Define urban and rural communities. 2. Discuss health problems found in rural and urban communities. 3. Discuss possible solutions to health problems in both rural and urban areas.
III. Review occupations related to environmental or community health.	1. Research and discuss various occupations related to community health. - Urban planner - Civil engineer - Dietician - Public health employee - Civil defense employee - Environmentalist 2. Discuss role of each of above persons in protection and improvement of environmental or community health.

FOURTH GRADE

TOPIC: FAMILY HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand role and importance of friendship in health of individuals.	1. Identify and discuss characteristics of friendship with other persons. 2. Discuss traits which describe a good "friend". 3. Discuss importance of friendship with other family members. 4. Review importance of reporting any form of abuse to parents, guardians, or teachers. 5. Recognize persons who can be helpful in dealing with feelings during times of crises such as: - Divorce - Death - Abuse
II. Understand value of planning time wisely.	1. Discuss importance of time spent: - With self - With friends - With family members - Doing chores and/or homework 2. Discuss and formulate a plan using time wisely and spending time with all things in #1.
III. Understand kinds of growth.	1. Discuss ways human beings develop. - Physically - Mentally - Socially - Emotionally. - Spiritually 2. Recognize that growth in all areas is important. 3. Explain death as a natural step in the life cycle.

FIFTH GRADE

By fifth grade age level, or approximately eleven years of age, some girls and a few boys suddenly show rapid growth patterns which are indicative of the approach of adolescence. Interest in personal appearance begins to assume importance to many of these students.

An interest in constructive projects increases by grade five. The ability to work cooperatively in a group with others and the attention span are greatly improved as well.

In general, this period is one of relatively good health with fewer diseases and infections than in previous years. Procedures for prevention of diseases can be understood and properly practiced by the students without as much adult supervision as previously was required. Accidents are still prevalent, but a greater concern for personal safety and the safety of others is increasing.

The objectives and skills shown on the following pages were developed to reflect these characteristics and should determine the curriculum for a comprehensive fifth grade health education program.

FIFTH GRADE

TOPIC: MENTAL HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand that emotions affect behavior and personality.	1. Define emotion and personality. 2. Discuss different kinds of personality people display. 3. Discuss different kinds of emotion. - Joy - Anger - Happiness - Worry - Love - Hate - Sorrow - Jealousy 4. Discuss causes for different emotions. 5. Discuss behavior that results from various emotions.
II. Understand that emotions affect decisions.	1. Define decision. 2. Discuss behavior under stress and how it influences decision-making. - Acting impulsively - Acting in anger - Acting irrationally - Acting in sympathy - Acting without thinking 3. Discuss consequences of decisions made under stress. 4. Demonstrate the ability to make sound decisions in basic situations.
III. Understand that facial expressions and voice can reflect emotions and/or feelings.	1. Know ways of expressing feelings to others. - Words - Facial expressions - Body movements - Tone of voice 2. Discuss and demonstrate both verbal and nonverbal ways of expressing various emotions and/or feelings. 3. Demonstrate the ability to express feelings and/or emotions in an acceptable manner.

TOPIC: MENTAL HEALTH (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
IV. Know when and from whom to seek help in understanding feelings and/or emotions.	1. Discuss situations that require assistance in order to deal effectively with feelings and/or emotions. - Divorce - Death - Physical abuse by strangers or other persons 2. Know persons able to offer assistance. - Parents and/or guardians - Counselors and/or social workers - Teachers - Principals - Coaches - Psychologists - Members of the clergy 3. Know characteristics of persons able to offer help in an effective manner. 4. Discuss ways of sharing feelings and/or emotions with parents and others.
V. Understand that laws and rules to govern behavior are necessary for the common good.	1. Discuss examples of behavior that is harmful. 2. Know basic laws that govern behavior which is harmful and the penalties for disobeying such laws. 3. Demonstrate willingness to abide by the law and behave in an acceptable manner.

FIFTH GRADE

TOPIC NUTRITION

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Review nutrients and their role in personal health.	1. Know six nutrients. 2. Know contributions of nutrients to personal health. 3. Know basic foods which contain each nutrient. 4. Demonstrate positive attitude toward personal health by selection of nutritional diet. 5. Understand that a variety of foods is needed daily.
II. Understand food supplements and their roles in personal health.	1. Define food supplement. 2. Know basic food supplements and nutrients each contains. 3. Know advantages and disadvantages of food supplements as sources of nutrients.
III. Understand calories and caloric intake and expenditure.	1. Define calorie, caloric intake, and caloric expenditure. 2. Understand factors that determine caloric intake requirements. - Age - Size and/or body build - Life style 3. Know personal caloric intake requirements. 4. Understand the harmful effects of being underweight and/or overweight. - Physical - Social - Psychological 5. Understand the effects of caloric intake on weight control. 6. Know caloric content of various foods. - Dairy products - Meats and/or fish - Vegetables - Fruits - Breads and/or cereals - Beverages

FIFTH GRADE

TOPIC: NUTRITION (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
III. Understand calories and caloric intake and expenditure. (continued)	7. Demonstrate the ability to select a personal diet with the proper caloric intake. 8. Understand the disadvantages of high calorie snack foods.

FIFTH GRADE

TOPIC: PERSONAL HEALTH AND PHYSICAL FITNESS

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand the benefits of regular exercise.	1. Know the characteristics of an individual who is healthy. - Emotionally - Physically - Mentally - Socially - Spiritually 2. Know the role of regular exercise in maintenance of health. - Relationship of movement to functions of bones and muscles - Relationship of skeletal and neuromuscular movements to efficiency
II. Understand the effects of environment on health.	1. Define environment. 2. Know what aspects of environment affect health and how. - Air - Water - People - Soil
III. Understand the role of personal cleanliness in the health of individuals.	1. Define personal cleanliness. 2. Know and demonstrate personal health habits. - Frequent bathing - Proper care of skin and hair - Cleanliness of clothing - Cleanliness of hands before eating - Frequent brushing of teeth 3. Understand the hazards of germs and viruses. 4. Know that personal cleanliness is a good habit and enhances appearance.
IV. Understand the importance of behavior.	1. Define good behavior and bad behavior. 2. Discuss proper and improper behavior. - In sports - At work - During play and games 3. Demonstrate proper behavior while at school and outside the school environment.

FIFTH GRADE

TOPIC: SUBSTANCE ABUSE

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Differentiate between habituation, addiction, and dependency in relation to controlled substances.	1. Define habituation, addiction, dependency. 2. Discuss the effects of habituation, addiction, and dependency on human behavior.
II. Understand consequences of substance abuse.	1. Know categories of substances which can lead to substance abuse. - Depressants - Stimulants - Hallucinogens 2. Know basic substances which are examples of each category. - Depressants: morphine, heroin, codeine, alcohol, barbiturates - Stimulants: caffeine, tobacco, amphetamines - Hallucinogens: LSD, mescaline, psilocybin, marijuana 3. Know harmful psychological effects of controlled substances. - Loss of appetite - Impaired bodily functions - Sensory changes - Perceptual changes - Circulatory changes - Respiratory alterations
III. Understand the influence of advertising on use of controlled substances.	1. Discuss sales techniques used and their impact on sales of substances. - Radio commercials - Television shows and commercials - Newspaper advertising - Use of celebrities in advertising 2. Discuss impact of advertising on the economy as a factor in sales of substances.

FIFTH GRADE

TOPIC: SUBSTANCE ABUSE (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
IV. Understand laws regarding purchase and use of controlled substances.	1. Know that sales of controlled substances are regulated by law. 2. Understand the consequences of illegal activities in buying, selling and/or using controlled substances.
V. Understand proper use of prescription drugs.	1. Know how to read the directions on medication. - Correct dosage - Frequency of dosage - Side effects of medication - Ages for which medication is prescribed 2. Understand the harmful effects of taking medication prescribed for others. 3. Understand that all medication should be taken under the supervision of a responsible adult.

FIFTH GRADE

TOPIC: CONSUMER HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Distinguish between reliable and questionable sources of health information.	1. Know reliable sources of health information. - Health professionals - Food and Drug Administration (F.D.A.) - American Medical Association (A.M.A.) 2. Know questionable sources of health infomation. - Hearsay - Some advertising materials 3. Understand problems that may arise from reliance on invalid health information.
II. Understand dangers associated with use of common products and substances.	1. Know factors to consider when product is recommended by someone other than a health professional. 2. Know dangers of misuse of certain products. - Over-the-counter drugs - Cosmetics - Dermatology products - Hair dyes - Dietary supplements 3. Know possible consequences of using products whose expiration dates have passed. 4. Know dangers of using products purchased for other persons and/or health problems.
III. Understand problems of consumers in selection of health products.	1. Know care must be used in selecting health products. 2. Understand problems caused by high-pressure advertising when selecting health products. 3. Know factors to consider when selecting health products. - Cost - Effectiveness of product - Safety of product - Side effects of taking product

FIFTH GRADE

TOPIC: CONSUMER HEALTH (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
IV. Know kinds of health services available.	1. Know names and locations of places where health services are obtained. - Health clinics - Hospitals - Doctor's office - Emergency clinics 2. Know different kinds of health services available. - Outpatient care - Emergency room care - Paramedic care - Hospital care 3. Know how various health services compare in cost.
V. Understand the merits of time-tested health practices.	1. Know basic time-tested health practices. 2. Discuss common exercise "fads" and how these could relate to health problems. 3. Discuss "fad" diets and how these could relate to health problems.

FIFTH GRADE

TOPIC: DENTAL HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand the importance of using the correct type of toothbrush.	1. Discuss different types of toothbrushes and selection of proper brush for individual students. - Texture - Shape - Size - Type of bristle (soft, straight, nylon) 2. Discuss reasons for periodic purchase of new toothbrush.
II. Understand commonly used dental terms.	1. Define malocclusion, root canal, dental caries, bridge, cap, filling, gingivitis, pyreah, abscess. 2. Discuss reasons for understanding dental terms. - Conveying dental problems to dentist - Understanding instructions given by dentist
III. Understand various dental specialties.	1. Know different types of dentists. - Orthodontist - Endodontist - Pedodontist - Oral surgeon 2. Know basic type of dental work performed by each specialist. 3. Discuss benefits of receiving care from a specialist. - Current information and techniques - Knowledge concerning special problems - Confidence concerning services provided

FIFTH GRADE

TOPIC: DENTAL HEALTH (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
IV. Understand benefits of preventive dentistry.	1. Discuss preventive dentistry techniques. - Regular checkups by a dentist - Fluoridation - Proper brushing and flossing of teeth 2. Discuss results of improper care of teeth. - Filling, pulling, or replacing teeth - High cost of dental repair work - Poor appearance of teeth

FIFTH GRADE

TOPIC: SAFETY AND EMERGENCY CARE

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand emergency measures for internal poisoning.	1. Discuss steps to be taken in cases of drinking and/or swallowing poisonous materials. - Call emergency personnel - Save container - Administer milk or water to induce vomiting. - Read container for antidote.
II. Understand ways of creating a safe environment.	1. Discuss factors that make and/or maintain a safe environment - Compliance with laws - Reporting of dangerous conditions - Correction of known hazards - Periodic inspections for hazards - Assistance in educating other persons
III. Understand emergency care for various kinds of burns.	1. Discuss kinds of burns and their causes. - Thermal - Sun - Chemical 2. Discuss ways of preventing burns. 3. Discuss care of burn victims until emergency help arrives.
IV. Understand dangers of hard and/or sudden falls.	1. Discuss factors that cause falls and ways to avoid them. - Insecure rugs - Icy and/or slippery surfaces - Ladders and or stools - Lack of handrails 2. Discuss injuries caused by falling and emergency treatment of them. - Sprains - Breaks - Bruises

FIFTH GRADE

TOPIC: SAFETY AND EMERGENCY CARE (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will V. Understand importance of obeying safety signs.	Students will 1. Discuss messages on various safety signs. - Yield - Do Not Enter - Railroad Crossing - Stop - Danger Ahead 2. Know procedures to be followed when approaching safety signs.

FIFTH GRADE

TOPIC: DISEASE CONTROL

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand that the body has defenses against diseases.	1. Discuss body defense mechanisms and their roles in prevention of certain diseases. - The skin - Blood factors (red and white corpuscles) - Antibodies - Mucous membranes
II. Understand procedures that help combat certain diseases.	1. Discuss disease prevention and control measures. - Drugs - Vaccines - Quarantine - Sterilization methods
III. Understand common chronic and degenerative diseases.	1. Define chronic and degenerative diseases. 2. Discuss common chronic and degenerative diseases and their effects on individuals. - Hypertension - Cancer - Muscular Dystrophy - Heart problems (arteriosclerosis) - Epilepsy 3. Discuss noninfectious nature of diseases in #2. 4. Discuss methods of preventing and/or controlling noninfectious diseases. - Proper diet - Adequate prenatal care - Exercise - Regular physical checkups - Regular use of medicines prescribed for diseases - Clean environment

FIFTH GRADE

TOPIC: DISEASE CONTROL (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
IV. Understand Acquired Immune Deficiency Syndrome (AIDS).	1. Discuss facts about viruses. - Viruses cause disease - AIDS is caused by a virus - AIDS weakens the ability of infected persons to fight off disease 2. Define AIDS. (A condition that reduces the body's ability to fight disease.) 3. Discuss "safe" activities. - Playground games - Eating in cafeteria - Using drinking fountains - Sharing a classroom 4. Discuss health practices for prevention of AIDS. - Not exchanging blood as in "blood brothers." - Reporting injuries to teachers

FIFTH GRADE

TOPIC: ENVIRONMENTAL AND COMMUNITY HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand aesthetic value of clean, healthful environment.	1. Define aesthetic. 2. Discuss effect on individual attitude of: - Clean streets - Clean, neat school buildings and grounds - Pure air - Nonpolluted rivers and lakes 3. Discuss effects of items in #2 on human health.
II. Understand role of Alabama Department of Public Health in maintaining community health.	1. Discuss services provided by Alabama Department of Public Health. - Enforcement of immunization - Health education services - Laboratory services - Disease control - Pollution control 2. Discuss use of health services by individuals.
III. Understand need for pure water.	1. Define purification. 2. Explain steps in purification of water. - Chlorination processes - Storage - Filtration - Water service to homes and businesses 3. Discuss hazards of impure water. - Harmful microorganisms - Pollutants harmful to health - Unsuitable for human consumption

FIFTH GRADE

TOPIC: FAMILY HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand the structure of the human cell.	1. Define human cell. 2. Discuss process of growth and development of a cell. 3. Discuss how life emerges from a cell.
II. Understand adolescence and its effect on growth and development of individuals.	1. Define adolescence. 2. Discuss changes that occur during adolescence. - Emotional - Physical - Mental - Social - Spiritual 3. Discuss special needs of individuals during adolescent period of growth. 4. Discuss procedures to cope with adolescent changes.
III. Understand puberty as an important phenomenon for both male and female.	1. Define puberty. 2. Discuss changes that take place during puberty.
IV. Understand responsibilities of individuals and/or families to community health.	1. Discuss ways community health affects family health. 2. Discuss ways individuals and/or families contribute to community health. - Cleanliness of home and surroundings - Control of litter - Assistance to members of community who need help - Development of pride in community

SIXTH GRADE

Sixth grade students, many of whom are approaching and/or experiencing adolescence, show rapid body development. Proper health care such as adequate rest or sleep, sound nutrition, good dental practices, and prevention of diseases are extremely important to present and future well-being of this age group. With the onset of puberty, there is a definite need for instruction in substance abuse (to include drugs and alcohol) and in disease control (to include sexually transmitted diseases). Most students have the ability to deal effectively with real health problems, including those with broader social meaning.

Student interest in exploring and experimentation increases at this time and many students are curious as to how things are made and how they work. This includes the human body. Memory is good, and the ability to deal with abstractions shows marked improvement as well.

Sixth graders are more likely to cooperate with others amicably and to share in relevant activities, especially those of a group nature. Their emotions are more stable than in earlier years. There is a strong sense of achievement and accomplishment among these students.

The health education objectives as shown on the following pages were developed to reflect these characteristics and should determine the curriculum for a comprehensive sixth grade health education program.

SIXTH GRADE

TOPIC: MENTAL HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Know various ways of solving problems.	1. Admit that a problem exists. 2. Understand that problems may have more than one acceptable solution. 3. Know and practice steps in solving problems. - Identify the problem - Gather information - Analyze data - Draw conclusions - Arrive at a solution - Evaluate results - Repeat technique if solution is not satisfactory
II. Know that individual differences exist.	1. Understand why individual differences occur. - Appearance - Personality - Behavior - Intelligence 2. Understand that individual differences are advantageous.
III. Understand that stress has both mental and physical effects on the human body.	1. Define stress. 2. Know signs and effects of stress. - Increased hormone secretions - Heightened pulse rate - Excitability - Changes in behavior - Excessive perspiration - Nervousness 3. Know that mild stress may be beneficial but excessive stress is harmful. 4. Know basic ways of avoiding stress.

SIXTH GRADE

TOPIC: MENTAL HEALTH (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
IV. Know and demonstrate qualities admired by other people.	1. Know important qualities to strive for. - Friendliness - Good humor - Firmness - Attractive appearance - Honesty - Integrity - Dependability 2. Know that getting along with other people is a consequence of desirable qualities. 3. Know that desirable qualities promote a positive self-concept.
V. Understand the relationship between mental health and self-concept.	1. Define self-concept. 2. Know results of positive self-concept. - Positive growth - Learning - Personal responsibility - Human relationships - Mental health
VI. Understand factors which influence behavior.	1. Demonstrate positive behavior in relationships with others. 2. Understand factors of positive behavior. - Open communication with others - Resistance to peer pressure/ cliques - Search for positive solutions to problems - Growing up - Acceptance of new roles 3. Understand factors which influence negative behavior. - Physical problems - Personal problems at home or school

SIXTH GRADE

TOPIC: NUTRITION

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Know the organs of the digestive system, their functions, and relevance to nutrition.	1. Define digestive system and know the organs of which it is composed. - Mouth - Esophagus - Stomach - Pancreas - Small and large intestines 2. Understand role (roles) of individual organs in preparing food for use by the human body.
II. Review the basic food groups.	1. Explain the four basic food groups and foods included in each group. 2. Know the recommended daily allowances for each food group.
III. Review nutrients and the human body's need for them.	1. Review the function of nutrients. - Carbohydrates - Fats - Proteins - Minerals - Water - Vitamins 2. Review calories and caloric content of common foods. 3. Review human body's need for nutrients.
IV. Understand the need for a balanced diet.	1. Understand the term balanced diet. 2. Review selection of foods that compose a balanced diet. 3. Demonstrate a positive attitude toward their personal nutrition by eating a balanced diet while in the school setting. 4. Understand nutrition labeling on foods. - Additives - Preservatives 5. Use nutrition labeling in selecting foods for a balanced diet.

SIXTH GRADE

TOPIC: NUTRITION (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
V. Evaluate factors which influence food choices.	1. Discuss favorite foods and reasons for choosing them. - Influence of advertising - Today's lifestyles - Appearance of foods - Peer pressure - Desire for attractive personal appearance.
VI. Understand the relationship between improper diet and health problems.	1. Define obesity, deficiency diseases. 2. Know health problems that result from improper diet and causes of each. - Cardiovascular disease - Dental problems - Mental problems - Obesity - Orthopedic problems - Blood pressure problems 3. Describe common food fads in relation to weight control. - Fast foods - Nutritive supplements - Fasting - Diets of specific foods 4. Understand positive and negative aspects of weight control. - Calorie counting - Exercise - Balanced diet - Protein diets - Carbohydrate diets - Crash diets - Fasting

TOPIC: NUTRITION (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
VII. Know sources of food and diet in other countries of the world.	1. Understand that all people in the world do not eat and/or like the same foods. 2. Discuss foods eaten in other areas of the world. - Africa - Mexico - Far East - European countries 3. Understand that not all people have the abundance of food that is available in the United States.

SIXTH GRADE

TOPIC: PERSONAL HEALTH AND PHYSICAL FITNESS

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Explain the concept of health.	1. Understand all aspects of health. - Emotional - Physical - Mental - Social - Spiritual 2. Understand that health is more than absence of disease and/or infirmity.
II. Understand why periodic health checkups are important.	1. Analyze the preventive benefits of regular medical checkups. - Physical - Dental - Mental (only if some condition warrants it) 2. Understand the risk factor involved when checkups are not regular.
III. Understand the effects of obesity on personal health and life.	1. Define obesity. 2. Discuss effect of obesity on the performance of regular strenuous exercise and/or activities. 3. Discuss effect of obesity on life expectancy. 4. Relate obesity to various diseases. - Heart disease - Diabetes - Hypertension 5. Understand prevention of obesity. - Proper amounts and kinds of exercise. - Control of calories

SIXTH GRADE

TOPIC: SUBSTANCE ABUSE

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand variables which can make the use of drugs unpredictable.	1. Analyze the manner in which individuals react to a drug in relation to: - The strength of the drug - The personality of the individual - The mood of the individual - The physical size of the individual - The level of tolerance of the individual for a particular chemical
II. Understand problems created by substance use and/or abuse.	1. Discuss problems caused by use and/or abuse of controlled substances. - Psychological - Physiological: health - Economic: cost - Social: family, criminal associations - Personal 2. Discuss solutions and/or alternatives to problems other than substance use or abuse. - Counseling by qualified people - Saying "no" to controlled substances - Learning to cope with stress - Hobbies and other activities
III. Understand the effects of peer pressure on decision-making.	1. Define peer pressure. 2. Know ways in which individuals are pressured by peers. 3. Understand that effects of peer pressure vary. - With convictions of individuals - With lack of knowledge - With desire to belong 4. Understand and demonstrate ability to say "no" to pressure or attempts to persuade individuals to participate in undesirable activities.

SIXTH GRADE

TOPIC: DENTAL HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand the uses and/or misuses of dental advertising.	1. Define false and/or misleading advertising. 2. Know role of Federal Trade Commission in regulating advertising. 3. Know other groups concerned with dental health. - American Dental Association - Alabama Dental Association
II. Understand common dental health problems.	1. Review common dental health problems. - Tooth decay - Gingivitis - Malocclusion - Peridontal diseases - Abscesses
III. Understand effects of dental problems on the body.	1. Discuss how referred pain from teeth may occur in other body organs. - Effects of gum diseases on digestion - Loss of sleep - Emotional and/or social problems
IV. Understand benefits of water fluoridation.	1. Define fluoridation. 2. Discuss role of fluoridation in prevention of tooth decay. 3. Discuss other benefits of fluoridation. - Safe technique - Inexpensive
V. Understand roles of different teeth.	1. Review identification of teeth by name and uses of each kind. - Incisors - Cuspids - Molars - Wisdom

SIXTH GRADE

TOPIC: DENTAL HEALTH (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
VI. Understand and demonstrate proper care of teeth and gums.	1. Review necessity of - Eating fruit not sweets - Brushing and flossing teeth regularly - Proper method of brushing teeth - Regular dental checkups - Prompt correction of dental problems

SIXTH GRADE

TOPIC: SAFETY AND EMERGENCY CARE

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Know general rules for administering emergency care.	1. Discuss common emergencies experienced by students. 2. Discuss importance of knowing what to do and/or not to do in emergencies. 3. Know procedures to follow for various emergencies.
II. Know common first aid procedures	1. Define first aid. 2. Discuss steps to be taken in giving first aid. - Determine individual's problem - Administer proper treatment for problem 3. Discuss first aid procedures for common medical emergencies. 4. Know how to administer cardiopulmonary resuscitation (CPR) and where to learn. 5. Understand CPR saves lives. 6. Discuss transportation of injured persons. - Walking assist - Blanket drag - Manual carry - Stretcher or cot - By vehicle
III. Understand data related to the incidence of accidents.	1. Discuss types of accidents. - Home - Vehicle - Work - Public 2. Discuss causes of types of accidents and/or frequency with which they occur. 3. Discuss results of accidents. - Injuries - Deaths - Economic losses

SIXTH GRADE

TOPIC: SAFETY AND EMERGENCY CARE (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
IV. Understand basic principles of electrical safety.	1. Review rules for safe use of electrical appliances. - Use of correct fuses - Not overloading plugs - Not running cords under rugs - Proper grounding of appliances - Use of approved wiring and extension cords
V. Understand basic principles of safety related to motorized equipment.	1. Review rules for use of motorized equipment. - Use of safety glasses when recommended - Keeping safe distance from mowers - Handling flammable products with care - Use of grounding plugs when recommended
VI. Understand basic procedures to follow in event of severe storms and/or weather.	1. Discuss safety measures to be taken when severe weather approaches. - Take cover in appropriate location - Keep safe distance from glass windows - Remain in contact with media

SIXTH GRADE

TOPIC: CONSUMER HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand functions of federal health agencies.	1. Discuss federal health agencies and responsibility of each. - American Medical Association - Better Business Bureau - Mental Health Association - Food and Drug Administration 2. Discuss health problems that could arise if these agencies did not exist.
II. Understand that consumers influence manufacture of health products.	1. Discuss how consumers influence health products. - Responding to surveys - Trying samples received - Talking to customer service representatives - Making complaints to consumer protection agencies 2. Discuss results of consumer influence. - Removal of dangerous products from market - Greater care in manufacture of products - Safety containers and wrappers - Improved advertising practices
III. Understand selection of legitimate health practitioners.	1. Discuss qualifications of legitimate health practitioners. - Proper training - Licensed by government agency - Current training - Reputable professional standing 2. Discuss gimmicks used by questionable practitioners. - Testimonials - Advertising - Offers of free services and/or money back guarantees 3. Discuss importance of selecting qualified practitioners.

SIXTH GRADE

TOPIC: CONSUMER HEALTH (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
IV. Understand factors which influence selection of health information, services, and products.	1. Define and discuss role of following: - Advertising - Superstition - Attitudes - Emotions - Appearance 2. Discuss factors to consider when selecting health services and/or products. - Acceptance by American Medical Association - Documented quality by Food and Drug Administration - Inspection records by health officials - Quality control procedures 3. Discuss consequences of indiscriminate use of health products and/or services.
V. Understand characteristics of effective, reputable health insurance.	1. Define health insurance. 2. Discuss types of health insurance and purposes of each. - Hospitalization - Intensive care - Dental - Cancer 3. Discuss important factors when selecting health insurance. - Cost vs. benefits - Coverage - Consumer reports of company service - Reputation of company 4. Discuss benefits of health insurance. - High cost of medical care - Way to provide for necessary care - Financial security

SIXTH GRADE

TOPIC: DISEASE CONTROL

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand that condition of the environment contributes to susceptibility to disease.	1. Research and chart factors in environment which contribute to disease. - Water - Air - Litter - Climate
II. Review common chronic and degenerative diseases.	1. Review causes and symptoms of common chronic and degenerative diseases. - Emphysema - Cancer - Cardiovascular diseases - Epilepsy - Cerebral palsy - Sickle cell anemia 2. Discuss noninfectious nature of diseases in #1.
III. Review infecting agents and their effects on health.	1. Discuss manner in which infecting agents are able to enter body. - Through the skin - Orally - Through the blood - Through wounds - Through respiratory passages 2. Discuss body defenses which prevent diseases. - Diseases which body defenses <u>can</u> prevent - Diseases and/or conditions which body defenses <u>cannot</u> prevent 3. Discuss bacteria as a cause of: - Sore throat - Tuberculosis 4. Discuss viruses as a cause of: - Colds - Pneumonia - Smallpox - Acquired Immune Deficiency Syndrome (AIDS)

SIXTH GRADE

TOPIC: DISEASE CONTROL (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
IV. Review disease prevention and control services.	1. Review services provided by local agencies. - County Health Department - Alabama Public Health Department 2. Review methods of obtaining health services.
V. Review Acquired Immune Deficiency Syndrome (AIDS).	1. Explain that the AIDS virus is transmitted through various means. 2. Explain that people with AIDS develop certain diseases that healthy people normally do not get. 3. Review statistics of AIDS cases. - Local - State - National 4. Know AIDS is fatal. 5. Know AIDS is not transmitted by a casual contact.

SIXTH GRADE

TOPIC: ENVIRONMENTAL AND COMMUNITY HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Review pollution of environment and its effects on health.	1. Review types of pollution and their effects on environment and inhabitants. Examples: Air pollution on plants, animals, humans Acid rain on lakes, rivers, plants, animals, buildings, humans
II. Research and recommend measures for improvement of specific environmental health problems.	1. Identify specific environmental health problems. 2. Discuss ways in which individuals and/or groups can alleviate or improve environmental health problems. - Community clean-up projects - Initiation of legislation - Education of individuals - Enforcement of existing regulations
III. Understand need to conserve energy.	1. Define energy conservation. 2. Discuss ways in which energy is wasted in the home and/or school environment. - Excessive use of lights - Dripping hot water faucets - Excessive cooling or heating of home/school - Lack of proper insulation around doors, windows, and in attic 3. Formulate and practice rules for energy conservation.

SIXTH GRADE

TOPIC: ENVIRONMENTAL AND COMMUNITY HEALTH (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
IV. Understand need to conserve natural resources.	1. Define natural resource. 2. Discuss natural resources and how man uses them. - Lakes and rivers - Forests - Soil 2. Discuss reasons for conserving natural resources. 3. Discuss ways in which natural resources can be conserved. - Reforestation - Enforcement of legislation against dumping wastes in rivers. - Legislation against nuclear waste disposal sites

SIXTH GRADE

TOPIC: FAMILY HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand the relationship and responsibilities of family members to one another.	1. Discuss persons who are considered family members. - Parents and/or guardians - Brothers/sisters - Grandparents - Persons related by marriage - Aunts/uncles/cousins 2. Discuss responsibilities of family members to one another.
II. Understand role of each family member in the family unit.	1. Discuss different tasks and/or jobs performed by each family member and the responsibilities included in them.
III. Understand that adjustments must be made by all family members for the maintenance of family welfare.	1. Discuss events which necessitate adjustments by family members. - Illness - Births - Deaths - Financial crises - Marriage - Divorce 2. Discuss importance of acceptance of necessary adjustments.
IV. Understand need for family planning.	1. Define family planning. 2. Discuss advantages and disadvantages of family planning.
V. Understand need for proper prenatal care.	1. Define prenatal care. 2. Discuss infants' needs for special care both before and after birth. 3. Discuss what constitutes proper care for infants both before and after birth. - Proper diet - Adequate rest and sleep - Periodic checkups by physician - No alcohol, drugs, or smoking by expectant mother

SIXTH GRADE

TOPIC: FAMILY HEALTH (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
VI. Understand role of genes and chromosomes in individual differences.	1. Define gene and chromosome. 2. Discuss how genes and chromosomes influence individual differences. - Color of hair and/or eyes - Intelligence - Height - Facial features

THE SECONDARY PROGRAM IN HEALTH EDUCATION

Currently, life is characterized by increasingly complex and changing issues with which students must cope and about which they must make decisions if they are to become mature, productive adults. Peer pressures and stress are a daily part of their lives. For many of them, the secondary school program will be the last formal education they experience. It is during these years (grades seven through twelve) that the need for a comprehensive health education program which stresses physical, mental, and social wellness of the whole person is essential.

At the present time, 18 weeks or 1/2 unit of Health Education is required for the awarding of either a standard or an academic diploma from all accredited high schools within the state of Alabama. In order for such credit to be awarded, Health Education must be taught 250 minutes weekly for a period of 18 weeks. The class may not be combined with or incorporated into any other subject area, nor may any other class serve as a substitute for this requirement. A comprehensive 18 week unit in Health Education may be found on pages 145-168 of this document.

It is strongly recommended, however, that students be encouraged to take more than the required 1/2 unit of Health Education. A comprehensive Health Education curriculum for grade levels 9-12 is included in this course of study on pages 169-229.

The school must take a positive approach to health education and lifetime physical, mental, and social wellness, and must teach and encourage its students to do the same.

SEVENTH GRADE

The junior high school grades are characterized as a period of rapid physical growth. The heart and lungs are developing rapidly, the eyes reach maximum acuity, the brain has stopped increasing in size, and other body parts and systems are nearing maturity. These changes occur earlier for girls than for boys.

Permanent teeth continue to replace deciduous teeth, and proper dental care is important. Postural defects are common, due in large part to the disproportion of arms and legs in relation to the trunk. Awkwardness and poor coordination are likely to occur.

Students in seventh grade enjoy working on concrete problems. Interest in situations involving human relationships is increasing, as is the desire for creative expression. Hero worship is common. Independence from adults may appear along with rapid changes in mood and level of emotional control.

The instructional objectives on the following pages were developed in recognition of the characteristics of seventh grade students and represent those topics which should be included in a comprehensive health program for this grade level.

SEVENTH GRADE

TOPIC: MENTAL HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Develop acceptable physical outlets to help relieve emotional stress.	1. Discuss ways relief from stress can be gained. - Sports and games - Jogging - Gardening - Yard work - Hiking - Camping 2. Discuss the results of emotions. - Love - Fear - Anger - Guilt - Depression
II. Understand that individuals have different strengths and weaknesses.	1. Discuss the range of mental abilities and levels of achievement in the school. 2. Discuss variations in human abilities.
III. Understand things a person can do to develop friendships.	1. Discuss social skills needed for getting along with others. - Honesty - Friendliness - Good humor - Forgiveness 2. Discuss why different skills are needed for getting along with different people.
IV. Develop refusal skills and assertiveness skills.	1. Discuss ways of accepting and/or rejecting peer pressure.
V. Understand personal development.	1. Discuss how development reveals characteristics and leads to an understanding of oneself.

SEVENTH GRADE

TOPIC: NUTRITION

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand reasons for overweight and obesity.	1. Define overweight and obesity. 2. Discuss factors related to overweight and obesity. - Heredity - Emotional - Physical - Environmental
II. Understand why each nutrient is helpful to the body.	1. Discuss the importance of each nutrient. - Carbohydrates - Fats - Proteins - Minerals - Vitamins - Water
III. Understand health problems associated with deficiencies of various nutrients.	1. Discuss nutritional diseases of nutrients. - Beri-beri - Scurvy - Rickets and others 2. Discuss therapeutic effects of certain major vitamins.
IV. Analyze prices of various foods in relation to nutrient value.	1. Discuss cost comparison in purchasing foods high in various nutrients. 2. Discuss prices in relation to nutrient values received.

SEVENTH GRADE

TOPIC: PERSONAL HEALTH AND PHYSICAL FITNESS

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand changes that take place in the body during rest and sleep.	1. Discuss kinds of rest, values of sleep and cell activity during rest and sleep. 2. Discuss how rest and sleep needs vary for different people.
II. Understand good posture of various kinds and proper body mechanics.	1. Discuss posture and its importance to health. - Work of muscles - Injuries - Walking - Standing - Sitting - Lifting 2. Discuss correct and incorrect ways to perform different activities.
III. Understand importance of developing interests and skills in sports that can be enjoyed throughout a lifetime.	1. Discuss importance of lifetime sports. - Fun - Enjoyment - Lifetime need for activity - Participation along or with others 2. Discuss activities that have lifetime value and can be done at little expense.
IV. Develop respect and concern for the body.	1. Discuss the human body as one of nature's most amazing machines. 2. Discuss proper care and use of the body in maintaining efficiency.
V. Understand proper methods to measure blood pressure and pulse.	1. Discuss methods of checking pulse and blood pressure. 2. Discuss normal pulse and blood pressure as important to health. 3. Discuss working heart rate during exercise.

SEVENTH GRADE

TOPIC: SUBSTANCE ABUSE

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand the difference between mental and physical dependence caused by drugs.	1. Define mental and physical dependence. 2. Discuss symptoms and personal dangers which can result from drug use. 3. Discuss drugs which create physical and/or mental dependence.
II. Analyze medical uses of various drugs.	1. Discuss medical uses of various stimulants, depressants and hallucinogens. - Weight control - Pain relief - Research with epilepsy - Experimental use with cancer and glaucoma
III. Analyze some of the reasons for misuse and abuse of stimulants, depressants, and hallucinogens.	1. Discuss reasons for misuse and abuse of drugs. - Feelings of relaxation - Escape - Feeling older - Risk-taking - Peer pressure 2. Discuss ways of coping with peer pressure. 3. Discuss alternatives to misuse and abuse of substance. - Abstinence - Recreation - Friends - Hobbies - Work - Counseling - Music - Sports - Reading

SEVENTH GRADE

TOPIC: SUBSTANCE ABUSE (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
IV. Understand effects of drugs which are abused.	1. Discuss effects when different drugs are misused. - Depressants - Stimulants
V. Understand basic legal consequences of substance misuse and abuse.	1. Discuss penalties for substance misuse and abuse. 2. Discuss implications of a lifelong charge or conviction as contrasted with a misdemeanor.

SEVENTH GRADE

TOPIC: DENTAL HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand possible consequences of poor oral hygiene.	1. Discuss how poor oral hygiene can result in serious problems. - Physical - Mental - Social
II. Understand personal dental health needs.	1. Know dental health needs. - How to select toothpaste and toothbrush - Foods to be avoided - Frequency of dental visits
III. Understand rules for disease-preventive measures in dental health.	1. Discuss preventive measures in dental health. - Proper brushing/flossing - Dietary habits - Safety procedures - Adequate dental care - Dental sealant - Flouridated water

SEVENTH GRADE

TOPIC: SAFETY AND EMERGENCY CARE

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand emergency care for respiratory problems.	1. Define and discuss types of respiratory problems. 2. Discuss and demonstrate technique for rescue breathing. 3. Demonstrate proper technique for obstructed airways in conscious and/or unconscious victim.
II. Understand emergency care for cardiac victim.	1. Discuss signals and/or symptoms of heart disease. 2. Discuss Cardiopulmonary Resuscitation (CPR)
III. Understand how accidents may be caused by smoking and other sources.	1. Discuss accidents related to smoking. - Car accidents - Smoking in bed - Burning matches and cigarettes 2. Discuss accidents related to other fire sources. - Open fireplaces - Wood heaters - Electricity - Oily rags
IV. Understand basic principles for recreational safety.	1. Discuss rules to be followed for water activities. - Use of seat belts - Use of proper safety equipment - Observe boating regulations - Wear flotation devices 2. Discuss safe use of motorcycles or three-wheel vehicles

SEVENTH GRADE

TOPIC: SAFETY AND EMERGENCY CARE (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
V. Analyze physical, emotional, and social factors which contribute to accidents.	1. Discuss factors contributing to accidents. - Fatigue - Alcohol - Body impairments - Anger - Carelessness - Peer pressure - Dares - Inattention - Showing off
VI. Understand emergency care for bleeding.	1. Discuss methods recommended to stop bleeding. - Direct pressure - Pressure points - Tourniquet

SEVENTH GRADE

TOPIC: CONSUMER HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand common advertising techniques and/or themes used to promote health products.	1. Discuss uses of "glittering generalities" or "bandwagon" tactics in advertising. 2. Discuss common themes used to promote health products. - Sex - Youth - Nostalgia - Competitiveness - Hypochondria 3. Discuss elements that are similar and/or different in themes used.
II. Know some common types of medical specialists.	1. Discuss specific specialists related to certain body parts. - Dermatologists (skin) - Cardiologists (heart) - Obstetricians (birth) - Orthopedists (bones/joints) - Allergists - Surgeons
III. Understand the importance of information on food, drug, and cosmetic labels.	1. Discuss common information required on labels. - Quantity - Ingredients - Manufacturer - Side effects - Directions for use - Warnings
IV. Understand local standards and regulations designed to protect the consumer.	1. Discuss guidelines and laws which help assure protection of the consumer. - Production - Distribution - Storage - Sale 2. Discuss local standards and regulations for business and industry.

TOPIC: CONSUMER HEALTH (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will V. Know ways health services are financed.	Students will 1. Discuss payment of health care by - Individuals themselves - Individual's taxes to state or federal government. - Government programs.

SEVENTH GRADE

TOPIC: DISEASE CONTROL

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Know individuals who aid in prevention and control of disease.	1. Discuss persons and their contributions to disease control. - Anton van Leeuwenhoek - Louis Pasteur - Robert Koch - Edward Jenner - Joseph Lister - Alexander Fleming
II. Understand the difference between communicable (contagious) and noncommunicable diseases.	1. Define communicable (contagious) and noncommunicable diseases. 2. Discuss communicable diseases. - Colds - Chicken pox - Measles - Mumps - Small pox - Poliomyelitis 3. Discuss noncommunicable diseases. - Allergies - Headaches - Stomachaches - Cancer - Diabetes
III. Understand health practices that are precursors to the development of specific diseases.	1. Discuss unhealthy behaviors/habits and why each might lead to diseases. - Inadequate rest/sleep - Stress - Improper diet - Lack of physical fitness - Use of noxious substances
IV. Understand Acquired Immune Deficiency Syndrome (AIDS).	1. Know the history of the development of AIDS. 2. Discuss the Human Immuno-deficiency virus (HIV) and how it affects the body. 3. Discuss how HIV is transmitted. 4. Discuss ways to prevent transmission of HIV. -Stress abstinence

SEVENTH GRADE

TOPIC: DISEASE CONTROL (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
V. Understand symptoms, treatment, and/or prevention of other sexually transmitted diseases (STD). - Herpes - Syphilis - Gonorrhea - NGU - Nongonococcal urethritis - Vaginal warts - Chlamydia - Trichomoniasis - Moniliasis - Crab lice	1. Discuss symptoms of STD's. 2. Discuss resources available for treatment and prevention of STD's. 3. Discuss individual responsibility in reducing the spread of STD's.

SEVENTH GRADE

TOPIC: ENVIRONMENTAL AND COMMUNITY HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Analyze the relationship of an ecosystem to ecology.	1. Define ecosystem, ecology, and biodegradable. 2. Discuss importance of biodegradable, expendable products in the preservation of the ecology. 4. Discuss incidences in which man has disrupted various ecosystems. - Stripmining - Channelization of streams - Solid waste disposal procedures - Nuclear waste
II. Analyze some causes and/or effects of air pollution.	1. Discuss pollutants which cause problems. - Sulfur dioxide - Lead - Ozone 2. Discuss effects of air pollution. - Disease - Crop damage - Eye irritation - Soiling 3. Discuss incidence of respiratory diseases in workers from iron, steel, and coal manufacturing compared to office workers.
III. Understand some causes and/or effects of water pollution.	1. Discuss some causes of water pollution. 2. Discuss some effects of water pollution. - Diseases - Plant life - Game fish
IV. Understand ways a community might be prepared for various emergencies.	1. Discuss measures which provide for emergency care. - Rescue squads - Civil defense - Citizen emergency training - Schools' emergency plans

SEVENTH GRADE

TOPIC: FAMILY HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand the influence of environment and heredity on personal development.	1. Discuss personal characteristics which are determined by genetic influences. - Body shape - Color of hair/eyes - Structure of teeth 2. Discuss environmental factors which influence personal development. - Food - Rest - Sleep - Beliefs - Values - Preceptions - Community influences
II. Understand the reproductive process of human beings.	1. Discuss the physiological and psychological changes in women during menstruation, pregnancy, and menopause. 2. Discuss the basic drives, sexual phenomena, and changes which occur in men.
III. Understand the importance of personal responsibilities.	1. Discuss forms of positive and negative behavior. 2. Discuss effects of acceptable behavior upon self-image.
IV. Understand the importance of wholesome personal relationships.	1. Discuss factors which aid in developing sound interpersonal relationships. - Personal interests - Good humor - Friendliness - Attractiveness - Caring for others
V. Understand problems that teenagers or their friends may have to cope with either now or in the future.	1. Discuss problems that teenagers may have. - Sexual abuse - Rape - Teenage pregnancy - Infant mortality

TOPIC: FAMILY HEALTH (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
VI. Understand the importance of achieving and maintaining personal identity.	1. Discuss the characteristics of an outstanding person. - Positive self-image - Achieving independence - Accepting responsibility
VII. Understand situations which alter or disrupt the family unit.	1. Discuss problems that alter or disrupt the family unit. - Death - Divorce/separation - Single parent family - Financial problems - Sickness
VIII. Understand how feelings of family members for each other affects family well-being.	1. Discuss feelings as significant aspects of family health. - Love - Sharing - Belonging - Caring

EIGHTH GRADE

Wide variations in growth patterns continue to occur among students and between the sexes at eighth grade level. Guidance in eating proper foods is needed because of enormous appetites that are common among students at this age.

Vigorous exercise is important, but too much physical exertion may cause overfatigue. There is a growing interest in team play and competitive sports although some students may shun such activities because of awkwardness and self-consciousness. Proper rest and sleep are important.

Minor illnesses are fairly common, and some of these may have an emotional basis. As in earlier years, accidents continue to lead all causes of death. Emotional tensions are common and may be manifested in overaggression, menstrual disorders, group withdrawal, and other similar behaviors.

Personal appearances and grooming increase in importance. Common skin problems may cause concern. Puberty, as marked by menstruation in girls, focuses attention on family health.

The instructional objectives on the following pages were developed in recognition of the characteristics of eighth grade students and represent those topics which should be included in a comprehensive health program for this grade level.

EIGHTH GRADE

TOPIC: MENTAL HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand how motivation affects behavior.	1. Discuss motivation and how intrinsic and extrinsic rewards help reinforce behavior.
II. Understand defense mechanisms.	1. Define defense mechanisms. 2. Discuss various defense mechanisms. - Rationalization - Displacement - Repression - Projection - Substitution - Withdrawal - Sublimation - Identification 3. Understand where transfer mechanisms are used. 4. Discuss when defense mechanisms are harmful. 5. Discuss when defense mechanisms are useful.
III. Understand the problem-solving method.	1. Define the problem-solving methods. - Inductive/deductive reasoning - Problem identification - Data-gathering - Analysis - Revision - Evaluation - Adoption
IV. Know that responsibilities change as one matures.	1. Discuss increased responsibility of individuals for making responsible decisions and accounting for personal behavior as they mature.

EIGHTH GRADE

TOPIC: MENTAL HEALTH (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
V. Understand the development of assertive and refusal skills.	1. Analyze individual's ability to - Identify wants and feelings in social relationships - Express positive and negative wants and feelings - Persist in stating wants and feelings - Speak in a firm tone of voice - Maintain eye contact - Reinforce oral statements with nonverbal gestures.

EIGHTH GRADE

TOPIC: NUTRITION

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand obesity and being overweight.	1. Define obesity and overweight. 2. Discuss the effects of being overweight and obese. - Cardiovascular problems - High blood pressure - Diabetes - Joint diseases - Social/emotional problems
II. Understand the importance of proper diet as it relates to weight control.	1. Discuss the basis of safe methods of weight control. - Caloric intake/activity level - Body weight/body structure - Proper diet - Exercise program
III. Understand how to plan well-balanced meals.	1. Discuss the characteristics of a well-balanced meal. - Review four basic food groups - Meal planning - Nutritious snacks

EIGHTH GRADE

TOPIC: PERSONAL HEALTH AND PHYSICAL FITNESS

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand advantages of being physically fit.	1. Define physical fitness. 2. Discuss advantages of being physically fit. 3. Discuss activities that promote physical fitness.
II. Understand the values of exercise.	1. Discuss values of exercise. - Physiologically - Socially - Intellectually - Emotionally - Spiritually
III. Understand that health is determined and promoted by personal health practices.	1. Discuss some personal responsibilities for promoting and maintaining well-being. - Avoiding certain substances - Proper diet - Sleep and rest - Exercise - Safety practices 2. Understand how to establish a fitness plan.

EIGHTH GRADE

TOPIC: SUBSTANCE ABUSE

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand problems associated with alcohol abuse.	1. Discuss problems/tragedies that alcohol abuse can cause. - Health - Crime - Loss of work - Accidents - Divorce - Child abuse - Suicide
II. Understand methods of coping with social and emotional pressures without use of substances.	1. Define and discuss alternatives to substance misuse and abuse. - Facing reality - Setting goals - Dealing with peer pressure - Relaxation exercises - Developing healthy social outlets
III. Analyze effects of tobacco and other drugs on the body systems.	1. Discuss effects of drugs on the body systems. - Respiratory - Cardiovascular - Digestive - Endocrine - Tobacco - Caffeine - Alcohol - Cocaine
IV. Understand influences that cause people to decide to use or not to use drugs.	1. Discuss influences of - Law - Adult authority (parents, teachers, minister) - Personal values and goals 2. Review the problem-solving process and substance abuse as they relate to - Ambitions - Life goals - Social interrelationships - Personality

EIGHTH GRADE

TOPIC: SUBSTANCE ABUSE (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will V. Know the role of prevention agencies that work with teenagers.	Students will 1. Discuss the work of groups or agencies that work with teenagers. - Alateens - SADD - Halfway houses - Narcotics Anonymous - Teen Challenge 2. Identify those groups or agencies in local area.

EIGHTH GRADE

TOPIC: DENTAL HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand aesthetic benefits of good dental health.	1. Discuss aesthetic benefits as related to social importance. - Nice smile - Good appearance - Clean breath
II. Analyze factors responsible for individual variation in dental health needs.	1. Discuss factors which influence individual needs. - Heredity - Available care - Diet differences - Age - Habitat
III. Understand results of proper oral hygiene as compared to improper care.	1. Discuss implications of foods that remain too long in the mouth. - Dental decay - Gum disease - Bad breath - Plaque 2. Discuss proper methods of cleaning the teeth. - Brushing/flossing - Regular dental visits - Fluoridation
IV. Know habits that can lead to oral health problems.	1. Discuss factors which cause diseases of oral cavity. - Improper cleaning - Poor diet - Lack of dental care - Tobacco products

EIGHTH GRADE

TOPIC: SAFETY AND EMERGENCY CARE

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand individual responsibility for observing and enforcing safety regulations.	1. Discuss individual responsibility for observing rules. - No smoking situations - Pedestrian crossing - Bike paths - Road signs 2. Discuss basic safety precautions around the home and school. - Fire alarm safety - Chemical storage - Herbicides - Pesticides - Sharp objects 3. Discuss importance of a home emergency evacuation plan.
II. Understand basic elements of emergency care.	1. Discuss emergency care procedures to be followed in cases of - Shock - Loss of blood - Sprains, strains, broken bones - Poisoning - Burns
III. Understand industrial and environmental health and safety problems in the community.	1. Discuss probable causes of most industrial accidents. - Unsafe equipment - Improper use of equipment - Improper lighting - Improper ventilation - Inattention
IV. Understand relationship of behavior and cause of accidents.	1. Discuss the fact that accidents have specific causes. - Inattention - Speed - Improper operation of vehicles or equipment - Failing to follow manufacturer's directions or instructions

EIGHTH GRADE

TOPIC: CONSUMER HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand ways in which folk medicine, old wives' tales, misconceptions and superstitions may endanger health.	1. Discuss common superstitions and other questionable sources of information. - Boils are caused by bad blood - Toads cause warts - Whiskey helps snakebites - Butter is good for a burn - Copper bracelets cure arthritis - Seaweed cures cancer
II. Understand benefits of comparative shopping for health products.	1. Discuss comparative shopping. - Reading labels - Comparing prices, quantities, ingredients, and quality. 2. Analyze different brands of the same product on the basis of comparative shopping criteria.
III. Know various nongovernmental organizations that assist in consumer health protection.	1. Discuss major nongovernmental consumer health organizations, their purposes and services. - National Business Council for Consumer Affairs - American Medical and Dental Associations - Better Business Bureau - Voluntary health agencies
IV. Understand function of the Federal Food and Drug Administration.	1. Discuss federal approval of new drugs in order to provide consumer protection. 2. Discuss recent developments with respect to drugs that have been widely used with federal approval.

EIGHTH GRADE

TOPIC: DISEASE CONTROL

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand ways germs are spread.	1. Discuss the spread of disease. - Air - Animals - Insects - Water - Food - People
II. Analyze expenditure of tax monies for treatment of public water supplies.	1. Discuss purpose of water treatment. - Disease prevention - Adequate water supply 2. Discuss epidemics caused by contaminated water supplies. - Dysentery - Typhoid fever - Cholera 3. Discuss monies spent to help prevent diseases.
III. Understand why environmentalists inspect school cafeterias and commerical restaurants.	1. Discuss how restaurant and food inspection aids in control of communicable diseases. 2. Discuss ratings and action against unsanitary places.
IV. Understand Acquired Immune Deficiency Syndrome (AIDS).	1. Review statistics on AIDS. 2. Discuss the economic costs of AIDS. 3. Discuss the impact of AIDS on society.
V. Understand other sexually transmitted diseases (STD's).	1. Define STD's. 2. Discuss types of STD's. - Herpes - Syphilis - Gonorrhea - NGU - nongonococcal urethritis - Chlamydia - Trichomoniasis - Moniliasis - Crab lice - Vaginal warts

EIGHTH GRADE

TOPIC: DISEASE CONTROL (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
VI. Understand transmission, symptoms, and prevention of STD's.	1. Discuss transmission of STD's. 2. Discuss individual responsibility in reducing spread of STD's. - Stress abstinence 3. Discuss symptoms of STD's. 4. Discuss resources available for treatment and prevention of STD's.

EIGHTH GRADE

TOPIC: ENVIRONMENTAL AND COMMUNITY HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Know major causes of noise pollution.	1. Discuss sources of noise pollution. - Industry - Airplanes - Motor vehicles - Trains - Amplified sound
II. Understand physiological, psychological and aesthetic effects of noise.	1. Discuss physical effects of noise on hearing. 2. Discuss the Federal Government's role in developing standards for industrial noise.
III. Know major causes and/or effects of food pollution.	1. Discuss major causes of food contamination and how consumers can avoid purchasing contaminated foods. 2. Discuss how to safely store and preserve foods.
IV. Understand major causes and effects of litter pollution.	1. Discuss problems related to litter pollution. - Flies - Rodents - Scenic attractiveness
V. Analyze future energy sources.	1. Discuss areas of exploration in energy. - Solar energy - Energy from harnessed winds and tides - Nuclear energy 2. Discuss principles of a solar-heated building.

EIGHTH GRADE

TOPIC: FAMILY HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand basic drives and effects on individuals and their families.	1. Define basic drives. 2. Discuss effects of basic drives on individuals and patterns of family living. - Anger - Fear - Love - Envy - Guilt
II. Understand characteristics of a mature and/or immature individual in the family.	1. Define physical, emotional, and social maturity. 2. Discuss the family as providing for emotional, physical and social needs of an individual.
III. Understand the need to develop sound procedures for building friendships.	1. Discuss importance of and how friendships are formed. 2. Discuss importance of boy-girl relationships. 3. Discuss ways to get to know others. - Same sex - Opposite sex - Different age groups
IV. Understand the meaning of love to be more inclusive than simple physical attraction.	1. Discuss the meaning of love. 2. Discuss various aspects of love. - Self-love - Give-and-take love - Romantic love - Mature love - Altruistic love 3. Discuss need for love in an individual's life as well as family life.

HEALTH EDUCATION

REQUIRED 1/2 UNIT

At the present time, one-half Carnegie Unit of credit in Health Education is required for the awarding of either the Standard or the Academic Diploma from all public, non-public, accredited, and non-accredited high schools in the state of Alabama. In order for such credit to be awarded, the Health Education curriculum must be taught a minimum of 250 minutes weekly for a period of 18 weeks. The curriculum may not be combined with or incorporated into other subject areas.

For students taking only 1/2 unit of Health Education, the curriculum on pages 146 to 168 must be used. The curriculum outlined contains the essential components of a comprehensive health program. It is strongly recommended, however, that students be encouraged to take more than the required 1/2 unit of Health Education.

HEALTH
REQUIRED 1/2 UNIT

TOPIC: MENTAL HEALTH

Approximate Teaching Time: 10 days

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand concepts of mental health and mental illness.	1. Define mental health and mental illness. 2. Discuss difference between mental health and mental disorder. 3. Review ego defense mechanisms and value of selected ones. - Rationalism - Displacement - Repression - Projection - Substitution - Withdrawal - Sublimation - Identification 4. Discuss coping techniques for maintaining emotional balance. 5. Discuss healthy personality and self-concept. 6. Examine techniques to help boost personal egos.
II. Know noteworthy events and persons associated with mental health.	1. Discuss persons and their contributions to progress in mental health problems. - Helen Keller - Dorthea Dix - Sigmund Freud 2. Discuss events which have contributed to progress in mental health. - Psychotherapy - Discovery of tranquilizing drugs - National Mental Health Act 3. Determine outstanding leaders in current mental health movements. 4. Discuss present day contemporary treatment for mental health problems compared with treatment in the past.

TOPIC: MENTAL HEALTH (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
III. Analyze relationship of human relations and communication.	1. Understand elements of communication. - Verbal expressions - Facial expressions - Body movements and/or posture 2. Define effective communication. 3. Discuss importance of interaction with other individuals.
IV. Understand interrelationship of value systems and behavior patterns.	1. Discuss factors that affect behavior. - Social customs - Attitudes and/or beliefs - Motivation 2. Examine cultural differences and their effects on value systems and behavior.
V. Understand major mental conditions and possible causes.	1. Discuss various mental conditions. - Phobias - Compulsions - Hysteria - Schizophrenia - Paranoia - Manic-depression - Hypochondria 2. Discuss possible causes of mental illness. - Heredity - Diseases - Shock - Accidents
VI. Analyze common adolescent behavior problems.	1. Define maladjustment. 2. Discuss signs of emotional maladjustment. - Temper-tantrums - Rudeness - Depression - Anxiety

HEALTH
REQUIRED 1/2 UNIT

TOPIC: MENTAL HEALTH (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
VI. Analyze common adolescent behavior problems.(continued)	3. Discuss common adolescent problems. - Developing responsibility - Avoiding possessiveness - Conformity - Decision-making - Immaturity 4. Discuss steps to modify behavior.

HEALTH
REQUIRED 1/2 UNIT

TOPIC: NUTRITION

Approximate Teaching Time: 10 days

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand the six basic nutrients and their functions in the body.	1. Define nutrient. 2. Identify food sources for each nutrient. - Carbohydrates - Proteins - Fat - Vitamins - Minerals - Water 3. Discuss function of each nutrient in the body. - Energy - Growth and repair - Regulation of vital functions of body
II. Understand that people vary in their requirements for food.	1. Discuss factors related to food requirements. - Body size - Rate of growth - Heredity - Physical activity - Metabolic rates - Age - Sex 2. Review nutritional needs of adolescents. 3. Analyze nutritional needs during pregnancy.
III. Understand principles of the United States Dietary Guidelines.	1. Discuss benefits of following United States Dietary Guidelines. - Improvement of health - Reduction in risk of developing chronic diseases.

HEALTH
REQUIRED 1/2 UNIT

TOPIC: NUTRITION (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
IV. Understand that foods vary in their nutritional values.	1. Define nutrient density. 2. Discuss caloric values of food. 3. Discuss nutrient density as a help in food selection. 4. Discuss food labels. 5. Discuss processed foods and food additives.
V. Understand how to plan a nutritionally balanced diet.	1. Define nutrition. 2. Analyze basic food groups. 3. Discuss meaning of "balanced diet."
VI. Understand problems of body composition in today's society.	1. Define obesity and overweight. 2. Analyze various diets for weight control. - Calorie reduction - Food exchange - Protein - Carbohydrate - "Crash" diets - Fasting 3. Discuss calories as determiners of weight gain or weight loss. 4. Discuss exercise and diet as most effective ways to control weight. 5. Discuss quackery as related to weight control. 6. Define and discuss anorexia nervosa, and bulimia.

HEALTH
REQUIRED 1/2 UNIT

TOPIC: PERSONAL HEALTH AND PHYSICAL FITNESS

Approximate Teaching Time: 10 days

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand the wellness concept and its relationship to total fitness.	1. Define the wellness concept. 2. Define total fitness. - Emotional - Mental - Physical - Social - Spiritual 3. Define lifestyle diseases. 4. Discuss the more prominent lifestyle diseases. - Heart disease - Cancer - Sugar diabetes - Circulatory diseases 5. Discuss the individual's responsibility for personal health.
II. Understand that positive attitudes about self, developing emotional stability, and personal values help guide behavior.	1. Discuss characteristics which are admired and characteristics which are disliked. 2. Examine the effects of stress and emotions on the body. 3. Discuss how problem-solving skills are significant in well-being.
III. Understand common health problems found among teenagers.	1. Discuss common problems of students. - Dandruff - Acne - Bad breath - Voice changes - Fatigue 2. Recognize individual differences and need for tolerance and kindness with others.

HEALTH
REQUIRED 1/2 UNIT

TOPIC: PERSONAL HEALTH AND PHYSICAL FITNESS (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
IV. Understand that posture and correct body mechanics apply to personal health.	1. Analyze correct posture. - Standing - Walking - Sitting - Lifting 2. Discuss advantages of correct posture. 3. Explain how correct body mechanics relate to appearance, efficiency, and prevention of injury.
V. Know benefits of regular exercise include physical, social, and mental health.	1. Discuss the benefits of regular exercise. - Physical - Social - Mental
VI. Understand optimal amount of exercise to achieve each health-related part of fitness.	1. Define and give examples of health related parts of physical fitness. - Cardiovascular endurance - Strength - Muscular endurance - Flexibility - Body composition 2. Explain the fitness target zone as it relates to intensity, duration, and frequency of exercise. 3. Distinguish between aerobic and anaerobic exercise. 4. Distinguish between isometric and isotonic exercise.
VII. Understand that everyone should benefit from exercise regardless of age, sex, or ability.	1. Discuss exercise guidelines to help ensure safety, fun, and lifetime participation. 2. Examine exercise differences as individuals grow older. 3. Analyze effects of sex differences on exercise needs and participation in sports. 4. Discuss factors to consider in choosing a place to exercise.

HEALTH
REQUIRED 1/2 UNIT

TOPIC: PERSONAL HEALTH AND PHYSICAL FITNESS (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
VIII. Understand importance of quiet and active participation, and a variety of activities and interests.	1. Discuss a purposeful program in wise use of leisure time. - Rest - Relaxation - Nutrition - Sleep - Exercise

HEALTH
REQUIRED 1/2 UNIT

TOPIC: SUBSTANCE ABUSE

Approximate Teaching Time: 10 days

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Review major classifications of drugs. - Prescription - Over-the-counter - Street drugs	1. Discuss common drugs included in each classification and formulate rules for use of drugs. 2. Understand harmful effects of indiscriminate use of drugs.
II. Understand the physical and psychological effects of various drugs.	1. Define depressant, stimulant, hallucinogen, narcotic, inhalant, cannabis. 2. Discuss and understand the effects on the central nervous system of - Depressants - Stimulants - Hallucinogens - Narcotics - Inhalants - Cannabis 3. Discuss harmful effects resulting from mixing alcohol with barbituates and/or mixing alcohol with stimulants. 4. Discuss the effects of drugs on an unborn child.
III. Understand effects of drug dependence, tolerance, and withdrawal.	1. Define dependence, tolerance and withdrawal. 2. Discuss physical dependence and psychological dependence on drugs. 3. Understand symptoms of withdrawal from drugs and/or body tolerance of various drugs.
IV. Understand factors which influence blood alcohol levels.	1. Define blood alcohol content (BAC). 2. Discuss factors which influence the amount of alcohol in the blood. - Body weight - Amount of time since consumption of alcohol - Amount of alcohol consumed 3. Discuss physical and phychological effects as BAC percentages rise.

HEALTH
REQUIRED 1/2 UNIT

TOPIC: SUBSTANCE ABUSE (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
V. Analyze effects of alcohol and drug abuse on the family.	1. Discuss problems in the life of an alcoholic. - Loss of work - Broken homes - Crime - Abuse of family members - Financial problems - Health problems
VI. Understand harmful effects of smoking on personal health and health of others.	1. Define smoking as including cigarettes, pipes, smokeless tobacco, and chewing tobacco. 2. Discuss effects of smoking on - Cardiovascular system - Pulmonary system - Oral cavity - Other persons in proximity - Unborn children 3. Discuss effects of smoking on personal lives. - Medical and hospital expenses - Lost income due to illnesses - Injuries and/or property damage due to fires
VII. Know various rehabilitation programs available for drug abusers.	1. Discuss sources of treatment for drug abusers. - Private clinics - Church counseling programs - School counseling programs - Physicians - State and federal agencies 2. Discuss methods and procedures for drug rehabilitation and treatment.

HEALTH
REQUIRED 1/2 UNIT

TOPIC: SUBSTANCE ABUSE (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
VIII. Develop decision-making skills.	1. Examine and discuss feelings concerning self. 2. Understand and practice steps in making decisions which reflect their beliefs. - Defining problem - Seeking out important facts - Deciding on possible solutions - Deciding on responsible solutions - Choosing best solution 3. Discuss alternatives to use of alcohol, tobacco, and other drugs. 4. Understand and cope with - Peer pressure - Stress - Social responsibility - Communication with other persons

HEALTH
REQUIRED 1/2 UNIT

TOPIC: DENTAL HEALTH

Approximate Teaching Time: 2 days

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Review value and care of teeth.	1. Review: - Number and functions of primary teeth - Number and functions of permanent teeth - Parts of a tooth - Supporting structures of teeth - Problems caused by early loss of teeth - Nature and causes of tooth decay, gum diseases, abnormalities of teeth - Causes of plaque - Diseases which affect supporting structures of teeth.
II. Review benefits of corrective and preventive dentistry.	1. Review: - Reasons for corrective dentistry - Techniques of corrective dentistry - Benefits of early treatment of dental problems. 2. Review: - Benefits of fluorides - Eating habits - Regular dental visits - Benefits of brushing and flossing
III. Evaluate various careers in the field of dentistry.	1. Discuss career opportunities in dental health. - Dentist - Orthodontist - Oral surgeon - Dental assistant 2. Analyze duties, responsibilities, education, and training of each.

HEALTH
REQUIRED 1/2 UNIT

TOPIC: SAFETY AND EMERGENCY CARE

Approximate Teaching Time: 8 days

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Analyze relationships among accidents, attitudes, and emotions.	1. Define emotions and attitudes. 2. Discuss ways emotions and attitudes of people can cause accidents. 3. Discuss ways accidents can change emotions and attitudes of people.
II. Understand relationship of personal and property losses to accidents.	1. Investigate and discuss losses due to accidents. - Of time - Of money - Of human resources - Of property 2. Relate losses to various age groups. 3. Relate losses to types of accidents.
III. Understand accident-prone individuals have higher rates of accidents.	1. Discuss traits of an accident-prone individual. - Aggressiveness - Less observant - Defiant of authority - More irritable
IV. Understand current issues in environmental health and safety problems.	1. Investigate solutions to health and safety problems. - Fire drills - Exit signs - Better engineering - Signal devices - Fire resistant building materials - Education 2. Investigate the role of different organizations and groups in controlling hazards in the environment.

HEALTH
REQUIRED 1/2 UNIT

TOPIC: SAFETY AND EMERGENCY CARE (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
V. Understand basic elements of emergency care.	1. Discuss various situations in which individuals require emergency care. 2. Discuss emergency care procedures to be followed in cases of - Shock - Loss of blood - Sprains, strains, broken bones - Poisoning
VI. Understand emergency care for respiratory problems.	1. Define and discuss types of respiratory problems. 2. Recognize symptoms of obstructed airway. 3. Discuss reasons people choke. 4. Discuss emergency actions to be followed in cases of - Choking - Obstructed airways 5. Discuss and demonstrate technique for rescue breathing. 6. Demonstrate proper technique for obstructed airway in conscious and/or unconcious victim.
VII. Understand emergency care for cardiac arrest victim.	1. Define cardiovascular disease. 2. Discuss cardiovascular disease as leading cause of death in the United States. 3. Discuss risk factors of heart disease. 4. Discuss signals and/or symptoms of heart disease. 5. Define cardiopulmonary resuscitation (CPR). 6. Discuss and demonstrate steps in administering CPR to an adult. - Checking carotid pulse - Purpose of CPR

HEALTH
REQUIRED 1/2 UNIT

TOPIC: CONSUMER HEALTH

Approximate Teaching Time: 5 days

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand need for medical care.	1. Discuss important factors in selection of reliable medical personnel. - Proper training - Licensed by government agency - Reputable professional standing - Current health knowledge - Recommendations of other patients 2. Determine what a basic periodic health examination should include. 3. Discuss evaluation criteria for hospitals, clinics, and nursing homes. 4. Apply sound criteria in the selection and use of health information, products, and services. - Professional advice - Research findings - Seals of approval - Government protection agencies - Health departments - Better Business Bureau
II. Understand dangers of fradulent health practices and/or quackery.	1. Define quack, quackery, nostrum. 2. Discuss examples of quackery. 3. Discuss fradulent health products and services. - Testimonials - Offers of free service and/or money back guarantees - Superstitions - Emotions
III. Evaluate labels on food, drug, and cosmetic products.	1. Discuss standards for labeling products. 2. Discuss helpful and harmful additives. 3. Discuss meaning of information on food, drug, and cosmetic products.

TOPIC: CONSUMER HEALTH (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
IV. Analyze effects of health advertising on consumer buying habits.	1. Discuss various advertising methods. - Radio - Television - Newspaper/magazines - Mail - Door-to-door sales/circulars 2. Discuss and evaluate health advertising techniques. 3. Discuss buying power/influence of teenage population.
V. Understand medical care as a part of family, state, and national budget.	1. Discuss high cost of medical care. 2. Discuss health insurance. - Need for it - Different types - Procedure for selection 3. Discuss state and national health care programs and services. - Medicaid - Medicare - Aid to Dependent Children - Mental Health Agency - Home Health Services

HEALTH
REQUIRED 1/2 UNIT

TOPIC: DISEASE CONTROL

Approximate Teaching Time: 10 days

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand factors related to life expectancy.	1. Define life expectancy. 2. Discuss increases in life expectancy in the United States. - Reasons for - Forecasts for future trends 3. Discuss life expectancy in the United States as opposed to other countries.
II. Understand factors which influence disease control.	1. Analyze and discuss preventive measures which aid in disease control and prolong life. - Personal practices - Community measures 2. Discuss role of research in control and/or prevention of disease. 3. Discuss role of federal agencies in prevention and control of diseases.
III. Understand uses of immunization and chemotherapy in control and/or prevention of diseases.	1. Define immunization and chemotherapy. 2. Discuss modern immunization procedures and programs. - Passive immunity - Active immunity - Diseases prevented - Pioneers of program 3. Discuss chemotherapy procedures and programs. - Diseases treated in program - Drugs used

TOPIC: DISEASE CONTROL (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
IV. Understand symptoms, treatment, and/or prevention of sexually transmitted diseases (STD's). - Syphilis - Gonorrhea - Vaginal warts - Herpes - NGU - nongonococcal urethritis - Chlamydia - Trichomoniasis - Monoliasis - Crab lice - Acquired Immune Deficiency Syndrome (AIDS)	1. Discuss symptoms of STD's. 2. Discuss resources available for treatment and prevention of STD's. 3. Discuss individual responsibility in reducing spread of STD's. - Stress abstinence 4. Analyze public attitudes toward persons with STD's. 5. Discuss and evaluate current research related to STD's.
V. Understand advantages and disadvantages of confidential medical treatment for teen-agers.	1. Discuss availability of confidential medical treatment. 2. Discuss areas of concern regarding confidential treatment. - Venereal diseases - Parental objections
VI. Understand heredity and cultural factors influence incidence of disease.	1. Define <u>heredity</u>. 2. Discuss diseases in which heredity is a factor. - Tay Sachs - Hemophilia - Sickle cell anemia
VII. Understand Acquired Immune Deficiency Syndrome (AIDS).	1. Discuss how HIV affects the body. 2. Discuss how AIDS is transmitted. 3. Discuss how the transmission of AIDS may be avoided. - Stress abstinence 4. Discuss symptoms and treatment of AIDS. 5. Analyze the public's attitudes toward persons with AIDS. 6. Discuss and evaluate current research on AIDS.

HEALTH
REQUIRED 1/2 UNIT

TOPIC: ENVIRONMENTAL AND COMMUNITY HEALTH

Approximate Teaching Time: 5 days

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand the positive and negative aspects of radiation.	1. Define radiation. 2. Discuss use of x-ray. - As diagnostic tool - How it works - Need for caution 3. Discuss concerns about radiation. - Air - Water - Food
II. Explain how pesticides are used in relation to daily living.	1. Examine use of pesticides in agriculture and by home owners. 2. Recognize need for exact conformity to manufacturer guidelines while using and storing pesticides.
III. Interpret the meaning of a "changing environment."	1. Identify important advances made in the environment. - Population - Transportation - Communication - Industralization 2. Discuss problems created by advances made in the environment. 3. Chart growth of rural and urban areas from 1850-1980 at ten year intervals.
IV. Appraise existing community health practices, health facilities, and health services as they relate to individual health.	1. Identify agencies which provide health services. 2. Investigate health services provided by local health department. 3. Investigate who receives services at local health department and if there are unmet needs.
V. Determine the relationship of legislation to the health of the individual and community.	1. Identify potential hazards to the health of the individual and community. 2. Investigate legislative action in regard to potential health hazards.

HEALTH
REQUIRED 1/2 UNIT

TOPIC: ENVIRONMENTAL AND COMMUNITY HEALTH (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
VI. Understand population differences in the world and how they affect daily life.	1. Chart and study population of major countries. - Life expectancy rate - Industrial and agricultural regions 2. Recognize how nutrition problems and medical care affect health status.

HEALTH
REQUIRED 1/2 UNIT

TOPIC: FAMILY HEALTH

Approximate Teaching Time: 10 days

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand importance of family in society.	1. Define family. 2. Discuss different types of families. 3. Discuss benefits of family life.
II. Understand that all families have problems.	1. Discuss common reasons for family tensions. - Death - Divorce - Loss of employment - Substance abuse - Physical abuse 2. Discuss ways of resolving family problems.
III. Understand significance of dating, engagement, and marriage.	1. Define love. 2. Analyze ways love develops. 3. Discuss dating as a means of enhancing social skills. 4. Discuss factors important for successful marriage relationships. 5. Discuss risk factors and/or percentage of failures in teenage marriages.
IV. Develop wholesome attitudes toward sex and expression of sexuality.	1. Discuss wholesome pursuits as expressions of sexuality as opposed to pornography and promiscuity. 2. Discuss and acknowledge the importance of setting limits for individual's behavior on a date.
V. Understand the importance of prenatal health.	1. Discuss relationship of parental health habits and fetal health. - Before conception - During pregnancy - During infancy 2. Discuss pregnancy, the process of childbirth, and possible problems.

HEALTH
REQUIRED 1/2 UNIT

TOPIC: FAMILY HEALTH (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
VI. Understand need for loving, protective environment for children.	1. Discuss meaning of loving, protective environment. 2. Discuss leading causes of death and/or injury among children. 3. Discuss ways children are protected. - By family and/or guardian - By sitters - By local communities - By schools - By laws 4. Discuss child abuse. - Percentage of cases - Causes of - Preventive measures - Laws regarding it
VII. Understand how health of family members can be enhanced by family group activity.	1. Discuss possible activities that would focus on both health and families doing things together.
VIII. Understand that all families have crises.	1. Examine family crisis that may occur. - Divorce - Separation - Death - Incest - Loss of income - Catastrophic illness 2. Discuss divorce, separation, and adjustments involved. 3. Examine realities of death and coping with loss of a loved one.

NINTH GRADE

Growth differences between boys and girls are less apparent than earlier, but there still exists considerable differences in maturation levels of body systems. Bones and ligaments are not mature enough to withstand heavy pressure.

The ability to apply scientific problem-solving approaches to health situations is increasing, although wide variations still exist in abilities and capacities. Daydreaming is common, and emotions still may be unstable. Frustrations may develop out of conflict with parents, peers, and others.

There is a strong desire to conform in language, dress, activities, and manner. The approval of the peer group is very important. Interest in the opposite sex is increasing, along with that of personal appearance. Eye, ear, dental, and other health considerations need particular attention among students in this age group.

The junior high school years are critical ones in view of personal adjustments. Health instruction should stress individual responsibility for well-being with attention to participation in community health efforts.

The instructional objectives on the following pages were developed in recognition of the characteristics of ninth grade students and represent those topics which should be included in a comprehensive health program for this grade level.

NINTH GRADE

TOPIC: MENTAL HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Analyze relationship of human relations and communication.	1. Understand elements of communication. - Verbal expressions - Facial expressions - Body movements and/or posture 2. Define effective communication. 3. Discuss importance of interactions with other individuals.
II. Understand defense mechanisms.	1. Define defense mechanisms. 2. Discuss various defense mechanisms. - Rationalization - Displacement - Repression - Projection - Substitution - Withdrawal - Sublimation - Identification 3. Understand where transfer mechanisms are used. 4. Discuss when defense mechanisms are harmful. 5. Discuss when defense mechanisms are useful.
III. Understand problems related to mental retardation.	1. Discuss problems related to mental retardation. - Lack of sympathy from others - Inability to find work - Inability to participate in many activities 2. Discuss levels of mental retardation. 3. Discuss causes of mental retardation. 4. Discuss treatment for mental retardation.

NINTH GRADE

TOPIC: MENTAL HEALTH (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
IV. Understand emotional needs and intellectual ability are not necessarily related.	1. Define I. Q. (intelligence quotient). 2. Discuss emotional needs of individuals. - Love - Feeling of belonging - Self-esteem 3. Discuss intelligence quotient of individuals. - Determination of it - Measurement of it - Changes in it 4. Understand emotional needs are important in development of all individuals.

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NINTH GRADE

TOPIC: NUTRITION

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand caloric values of food.	1. Research and discuss caloric values of various foods contained in daily diet. 2. Discuss each food in relation to a balanced diet.
II. Understand planning of a nutritionally balanced diet.	1. Define nutrition and malnutrition. 2. Review composition of four basic food groups. 3. Describe and plan a balanced diet.
III. Relate energy expenditure, basal metabolic rate, and caloric intake to weight control.	1. Define metabolic rate. 2. Discuss factors affecting basic metabolic rate. - Exercise - Drugs 3. Discuss factors which affect weight control. - Caloric intake - Caloric expenditure - Personal metabolic rate
IV. Evaluate advertising quackery to promote weight loss or gain.	1. Research and discuss advertising which promotes weight loss and/or gain. 2. Compare questionable advertisements to requirements for a well-balanced diet.
V. Analyze relationship between cardiovascular illness and diet.	1. Define cardiovascular illness. 2. Discuss effect of diet on cardiovascular system. 3. Describe a diet to promote cardiovascular health and/or to correct cholesterol problems.

NINTH GRADE

TOPIC: PERSONAL HEALTH AND PHYSICAL FITNESS

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Explain specific changes in muscular and circulatory systems during exercise.	1. Review components of muscular and circulatory systems. 2. Discuss relationship of activity to conditioning of body systems and maintenance of body organs. 3. Indicate specific problems common to persons who are not physically fit.
II. Understand need for correct posture.	1. Demonstrate correct posture - While sitting - While standing - While walking - While lifting objects 2. Discuss advantages of correct posture at all times. 3. Discuss problems caused by incorrect posture.
III. Understand effects of emotions on personal health.	1. Review various emotions which may affect health. 2. Examine causes of stressful emotions. - Family crises - Failing grades - Unsuccessful peer relationships - Poor self-concept 3. Analyze problem-solving skills as significant in personal health.
IV. Understand causes of common adolescent health problems.	1. Identify and discuss common problems of adolescents. - Dandruff - Acne - Bad breath - Voice changes - Fatigue 2. Recognize individual differences and need for tolerance and kindness in associations with others.

NINTH GRADE

TOPIC: PERSONAL HEALTH AND PHYSICAL FITNESS (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
V. Understand dangers associated with insect bites and/or stings.	1. Research various insects and ways in which they attack humans. - Bees - Wasps - Mosquitos - Fire ants 2. Discuss symptoms of insect attacks and recommended treatment of each.

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NINTH GRADE

TOPIC: SUBSTANCE ABUSE

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Analyze the relationships among drug abuse, suicide, and accidents.	1. Understand many suicides are related to depression induced by certain drugs. 2. Discuss accidents caused by effects of certain drugs.
II. Understand economic implications resulting from drug and/or alcohol abuse.	1. Discuss effects of excessive use of alcohol and/or drugs. - Accidents - Physical problems - Mental problems - Family problems - Time lost from work - Loss of jobs
III. Understand that excessive use of tranquilizer drugs is harmful.	1. Discuss drugs which produce tranquilizing effects. 2. Discuss causes for excessive use of tranquilizer drugs. - Easy availability - Frequent anxiety and/or stress in today's society - Advertising claims of results - Physicians frequently prescribe them - General apathy of public toward them
IV. Analyze factors which influence decisions to use alcohol, drugs, and/or tobacco.	1. Discuss factors related to substance abuse. - Personal ambitions - Life goals - Social relationships - Personality - Peer pressures - Feelings of satisfaction and/or insecurity 2. Discuss responsibility for making personal decisions. 3. Demonstrate ability to make acceptable decisions concerning personal life.

NINTH GRADE

TOPIC: SUBSTANCE ABUSE (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
V. Understand work of local and/or national drug abuse programs.	1. Discuss names, locations, and functions of rehabilitation groups. - Alcoholics Anonymous - Alateen - Narcotics Anonymous - Al-non - Mothers Against Drunk Driving (MADD) - Church and school counseling groups
VI. Understand the effects of smokeless tobacco.	1. Discuss dangers to oral cavity (mouth, gums, teeth) caused by smokeless tobacco.

NINTH GRADE

TOPIC: DENTAL HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand the value of the teeth and need for care of them.	1. Know number of and functions of primary teeth. 2. Know number of and functions of permanent teeth. 3. Know parts of a tooth. 4. Know supporting structures of teeth. 5. Discuss problems caused by losing teeth too early. 6. Discuss results of improper tooth care. - Tooth decay - Gum diseases - Loss of teeth - Bad appearance 6. Discuss reasons for abnormalities of teeth.
II. Understand benefits of corrective dentistry.	1. Discuss various techniques of corrective dentistry. - Braces - Capping of teeth - Bridges 2. Discuss specialists in field of dentistry and work of each. - Orthodontist - Oral surgeon
III. Understand prevention of dental diseases.	1. Define plaque. 2. Demonstrate removal of plaque by brushing and flossing of teeth. 3. Discuss benefits of fluoride treatments. 4. Understand importance of regular dental checkups. 5. Understand influence of eating habits on teeth. 6. Discuss new techniques that help prevent tooth decay.

NINTH GRADE

TOPIC: SAFETY AND EMERGENCY CARE

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Analyze relationships among accidents, attitudes, and emotions.	1. Define emotions and attitudes. 2. Discuss ways emotions and attitudes of people can cause accidents. 3. Discuss ways accidents can change emotions and attitudes of people.
II. Understand influences on participation in risk-taking activities.	1. Define risk-taking activities. 2. Discuss types of risk-taking activities. 3. Discuss reasons for participating in risk-taking activities. 4. Discuss possible results of risk-taking activities.
III. Understand basic elements of emergency care.	1. Discuss various situations in which individuals require emergency care. 2. Discuss emergency care procedures to be followed in cases of - Shock - Loss of blood - Sprains, strains, broken bones - Poisoning
IV. Understand emergency care for respiratory problems.	1. Define and discuss types of respiratory problems. 2. Recognize symptoms of obstructed airway. 3. Discuss reasons people choke. 4. Discuss emergency actions to be followed in cases of - Choking - Obstructed airways 5. Describe and demonstrate technique for rescue breathing. 6. Demonstrate proper technique for obstructed airway in concious and/or unconcious victim.

NINTH GRADE

TOPIC: SAFETY AND EMERGENCY CARE (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
V. Understand emergency care for cardiac arrest victim.	1. Define cardiovascular disease. 2. Discuss cardiovascular disease as leading cause of death in United States. 3. Discuss risk factors of heart disease. 4. Discuss signs and/or symptoms of heart disease. 5. Define cardiopulmonary resuscitation (CPR). 6. Discuss and demonstrate steps in administering CPR to an adult. - Checking carotid pulse - Purpose of CPR

NINTH GRADE

TOPIC: CONSUMER HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand need for medical care.	1. Know medical specialists and their roles in medical care. - Physicians and/or dentists - Nurses - Paramedics - Physician's assistant - Medical technician 2. Discuss important factors in selection of reliable medical personnel. - Proper training - Licensed by government agency - Reputable professional standing - Current health knowledge - Appropriate qualifications for needed health care
II. Understand dangers of fradulent health practices, quackery.	1. Define quack, quackery, nostrums. 2. Discuss examples of quackery. 3. Discuss fradulent health products and services. - Testimonials - Offers of free services and/or money-back guarantees - Superstitions - Emotions 4. Discuss criteria for selection of health products. - Safety container and/or wrapper - Food and Drug Administration approval - Prescribed by physician for specific illness - Current date on container
III. Understand role of consumer protection agencies.	1. Know consumer protection agencies and procedures for their use. - American Medical Association - Food and Drug Administration - Alabama Attorney General's Office - Mental Health Association 2. Discuss requirements for certification labels.

NINTH GRADE

TOPIC: CONSUMER HEALTH (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
IV. Evaluate labels on food, drug, and cosmetic products.	1. Discuss standards for labeling products. 2. Discuss helpful and harmful additives. 3. Discuss meaning of information on food, drug, and cosmetic products.

NINTH GRADE

TOPIC: DISEASE CONTROL

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand the uses of immunization and chemotherapy in control and/or prevention of disease.	1. Define immunization and chemotherapy. 2. Discuss modern immunization procedures and programs. - Passive immunity - Active immunity - Diseases prevented - Pioneers of programs 3. Discuss chemotherapy procedures and programs. - Diseases treated in programs - Drugs used
II. Understand reasons for making smallpox immunization optional.	1. Discuss smallpox standards. - Reasons for initial standards - Reasons for optional standards today - Reasons health officials disagree
III. Understand factors related to life expectancy.	1. Define life expectancy. 2. Discuss increases in life expectancy in United States. - Reasons for increases - Forecasts for future trends 3. Discuss life expectancy in United States as opposed to other countries.
IV. Understand role of research in control and/or prevention of disease.	1. Define epidemiology. 2. Discuss specific research projects which prevent and/or control diseases.

NINTH GRADE

TOPIC: ENVIRONMENTAL AND COMMUNITY HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand positive and negative aspects of radiation.	1. Define radiation. 2. Discuss uses of x-ray. - How it works - As a diagnostic tool - Need for caution 3. Discuss concerns about radiation. - Air pollution - Water Pollution - Food
II. Understand purpose and use of pesticides in relation to daily living.	1. Define pesticide. 2. Examine uses of pesticides. - In agriculture - By home owners 3. Recognize need for exact conformity to manufacturer's guidelines in use and storage of pesticides.
III. Understand implications of "changing environment."	1. Define "changing environment." 2. Discuss advances made in environment. - In population - In transportation - In communication - In industrialization 2. Identify problems created by advances made. 3. Discuss growth of rural and urban areas from 1850-1980 at ten year intervals.
IV. Understand health problems attributed to a mobile society.	1. Define mobile society. 2. Identify problems linked to a mobile society. 3. Examine health care for migrant workers (1950-1980). 4. Discuss effects on health services for migrant workers in Alabama.
V. Understand role of individual and of government in conservation.	1. Discuss areas in which conservation is maintained. - Energy - Water - Land 2. Discuss responsibility of individual in conservation of resources.

NINTH GRADE

TOPIC: FAMILY HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand differences in human growth and development.	1. Know periods of growth and development from birth to adulthood. - Infancy - Adolescence - Adult - Geriatric 2. Know characteristics of growth stages. 3. Know similarities and differences at various stages.
II. Understand role of problem-solving processes in making decisions.	1. Know steps in problem-solving process. - Recognizing problem - Knowing important facts - Knowing possible solutions - Knowing responsible solutions - Choosing best solution 2. Know problem-solving involves many persons. 3. Understand role of communication in solving problems. 4. Discuss and use problem-solving processes in making decisions.
III. Understand importance of family in society.	1. Define <u>family</u>. 2. Discuss different types of families. 3. Discuss benefits of family life.
IV. Understand role of personal health in family health.	1. Define <u>family health</u> and <u>personal health</u>. 2. Discuss common health concerns of teenagers. - Obesity - Pregnancy - Hair and/or skin problems 3. Discuss health concerns shared by peers. 4. Discuss and plan a personal health program.

NINTH GRADE

TOPIC: FAMILY HEALTH (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
V. Understand that all families have problems.	1. Discuss common reasons for family tensions. 2. Discuss ways of resolving family problems.

TENTH GRADE

Problems of personal adjustment persist into tenth grade and throughout the high school years. Personal grooming, boy-girl relationships, substance abuse, family health, safety, community health, and other concerns become evident.

Vision and hearing defects continue to increase and postural defects may occur. Minor illnesses still are prevalent. Student interest in disease prevention and control increases. Accident, injuries, and fatalities are important, especially in relation to motor vehicles as students near or achieve driving age and driver education courses should be offered to all eligible persons. Work-related accidents also increase. Emotional problems continue during this period. Students need to establish feelings of personal worth within the peer group and family. Smoking, drinking, and the use of addictive substances may occur due to peer pressure and feelings of being grown-up. Great concern is expressed for personal appearance and grooming. Acne may cause much distress.

The scope and depth of health instruction at grade ten should present a challenge to students. Areas such as cardiopulmonary resuscitation and sexually transmitted diseases should receive adequate attention.

The instructional objectives on the following pages were developed in recognition of the characteristics of tenth grade students and represent those topics which should be included in a comprehensive health program for this grade level.

TENTH GRADE

TOPIC: MENTAL HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand concepts of mental health and mental illness.	1. Define mental health and mental disorder. 2. Discuss difference between mental health and mental disorder. 3. Review ego defense mechanisms and value of selected ones. - Rationalization - Displacement - Repression - Projection - Substitution - Withdrawal - Sublimation - Identification 4. Discuss coping techniques for maintaining emotional balance.
II. Know noteworthy events and persons associated with mental health.	1. Discuss persons and their contributions to progress in mental health programs. - Helen Keller - Dorthea Dix - Sigmund Freud 2. Discuss events which have contributed to progress in mental health areas. - Psychotherapy - Discovery of tranquilizing drugs - National Mental Health Act 3. Determine outstanding leaders in current mental health movements. 4. Discuss current treatment for mental health problems as opposed to early treatment.
III. Understand interrelationship of nervous system, endocrine system, emotions, and body functions.	1. Analyze human beings - As multifaceted organisms - As having unique traits and characteristics - As displaying varied and complex behavior 2. Analyze personal strengths and weaknesses.

TENTH GRADE

TOPIC: MENTAL HEALTH (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
IV. Understand interrelationship of value systems and behavior patterns.	1. Discuss factors that affect behavior. - Social customs - Attitudes and/or beliefs - Motivation 2. Examine cultural differences and their effects on value systems and behavior.

TENTH GRADE

TOPIC: NUTRITION

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Review basic nutrients and their functions.	1. Define nutrient and cholesterol. 2. Identify food sources which supply specific nutrients. - Carbohydrates - Proteins - Fats - Vitamins - Minerals - Water 3. Discuss reason for classification of water as a nutrient. 4. Discuss function of individual nutrients. 5. Discuss harmful effects of excessive cholesterol in body.
II. Understand purpose of United States Dietary Guidelines.	1. Define United States Dietary Guidelines. 2. Analyze improvement of health if guidelines are followed. - Less risk of chronic diseaes - Lower cholesterol level 3. Discuss leading causes of death as related to dietary habits.
III. Review benefits and planning of nutritionally-balanced diet.	1. Define well-balanced diet and calorie. 2. Review components of well-balanced diet. 3. Discuss variation of calorie needs in relation to basic metabolic rate. 4. Plan individual diet in relation to caloric values of food and basic metabolic rate. 5. Define nutrient density. 6. Utilize nutrient density concept in selection of foods.
IV. Apply principles of nutrition to personal dietary habits and weight loss diets.	1. Analyze selection of well-balanced diet when not in home environment. 2. Define bulimia, anorexia, obese. 3. Outline program for sensible weight loss or gain.

TENTH GRADE

TOPIC: NUTRITION (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
V. Understand consumer issues in nutrition.	1. Define food additives, lite foods, imitation foods. 2. Discuss function of food additives in diet. 3. Distinguish among processed, refined, and enriched foods.

TENTH GRADE

TOPIC: PERSONAL HEALTH AND PHYSICAL FITNESS

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand importance of participation in variety of activities.	1. Define leisure time. 2. Discuss types of activities which are available for leisure time. - Individual - Partner or dual - Group 3. Discuss health benefits of various activities. 4. Design individual plan for wise use of leisure time.
II. Understand importance of positive attitude about self.	1. Describe factors of positive attitude. - Emotional stability - Personal value system - Responsible 2. Analyze most liked and/or disliked characteristics. 3. Discuss positive self attitude as a guide to responsible behavior.
III. Understand individual responsibility for health of self and others.	1. Discuss regulations and/or laws designed to protect health. 2. Discuss personal responsibilities for maintenance of health. 3. Design a plan for maintenance of personal health.
IV. Recognize relationship of regular exercise to physical, mental, and social health.	1. Research and describe benefits of regular exercise to health. - Physical - Mental - Social 2. Outline regular activities to be followed in 3 categories of health.

TOPIC: PERSONAL HEALTH AND PHYSICAL FITNESS (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will V. Recognize both health- and skill-related aspects of physical fitness.	Students will 1. Define and give examples of health-related aspects of physical fitness. - Cardiovascular endurance - Strength - Muscular endurance - Flexibility - Body composition 2. Define and give examples of skill-related aspects of physical fitness. - Coordination - Reaction time - Agility - Balance - Speed - Power 3. Discuss ways to enhance each health-related aspect of physical fitness.

TOPIC: SUBSTANCE ABUSE (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
V. Understand harmful effects of smoking on personal health and health of others.	1. Define smoking as including cigarettes, pipes, cigars, smokeless tobacco, and chewing tobacco. 2. Discuss effects of smoking on - Cardiovascular system - Pulmonary system - Oral cavity - Other persons in proximity - Unborn children 3. Discuss effects of smoking on personal lives. - Medical and hospital expenses - Lost income due to illnesses - Injuries and/or property damage due to fires
VI. Develop decision-making skills.	1. Examine and discuss feelings concerning self. 2. Understand and practice steps in making decisions which reflect their beliefs. - Defining problem - Seeking out important facts - Deciding on possible solutions - Deciding on responsible solutions - Choosing best solution 3. Recognize alternatives to use of alcohol, tobacco, and other drugs. 4. Understand and cope effectively with - Peer pressure - Stress - Social responsibility

TENTH GRADE

TOPIC: DENTAL HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Review value and care of teeth.	1. Review - Nature and causes of tooth decay, gum diseases, abnormalities of teeth - Causes of plaque - Diseases which affect supporting structures of teeth
II. Understand relationship of diet to dental health.	1. Discuss nutrients important during early life. 2. Discuss foods that do and do not promote dental health. 3. Discuss harmful effects of frequent consumption of foods high in sugar content.
III. Review benefits of corrective dentistry.	1. Review - Reasons for corrective dentistry - Techniques of corrective dentistry - Benefits of early treatment of dental problems

TENTH GRADE

TOPIC: SAFETY AND EMERGENCY CARE

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand responsibility of individuals and community for prevention of accidents.	1. Investigate responsibility for prevention of accidents. - Of individuals - Of communities 2. Discuss prevention as key to accident control.
II. Understand relationship of stress and emotion to accidents.	1. Discuss emotional characteristics related to accidents. 2. Evaluate effects of stress on emotions. 3. Discuss ways of controlling stress and emotions.
III. Understand relationship of personal and property losses to accidents.	1. Investigate and discuss losses due to accidents. - Of time - Of money - Of human resources - Of property 2. Relate losses to various age groups. 3. Relate losses to types of accidents.
IV. Understand and practice safety in recreational and sports activities.	1. Discuss more hazardous and less hazardous recreational and sports activities. 2. Investigate safety precautions for each. 3. Demonstrate concern for safety of self and others when participating in any sport or recreational activity.
V. Review causes and care of respiratory problems.	1. Define and discuss types of respiratory problems. 2. Recognize symptoms of obstructed airway. 3. Discuss reasons people choke. 4. Discuss emergency actions to be followed in cases of - Choking - Obstructed airways

TOPIC: SAFETY AND EMERGENCY CARE (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
V. Review causes and care of respiratory problems. (continued)	5. Discuss and demonstrate technique for rescue breathing. 6. Demonstrate proper technique for obstructed airway in concious and/or unconcious victim.
VI. Review emergency care for cardiac arrest victim.	1. Define cardiovascular disease. 2. Discuss cardiovascular disease as leading cause of death in the United States. 3. Discuss risk factors of heart disease. 4. Discuss signals and/or symptoms of heart disease. 5. Define cardiopulmonary resuscitation (CPR). 6. Discuss and demonstrate steps in administering CPR to an adult. - Checking carotid artery - Purpose of CPR

TENTH GRADE

TOPIC: CONSUMER HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand medical care as a part of family, state, and national budget.	1. Discuss high cost of medical care. 2. Discuss health insurance. - Need for it - Different types - Procedures for selection 3. Discuss state and national health care programs and services. - Medicaid - Medicare - Aid to Dependent Children - Mental Health - Home Health Services
II. Analyze effects of health advertising on consumer buying habits.	1. Discuss ways of advertising. - Radio - Newspapers - Television - Mail - Door-to-door sales and/or circulars 2. Discuss and evaluate health advertising techniques. 3. Discuss buying power/influence of teenage population.
III. Understand roles and training of health specialists.	1. Discuss career opportunities in health-related fields. - Physician's Assistant (PA) - Registered Nurse (RN) - Licensed Pratical Nurse (LPN) - Laboratory Technician - X-ray Technician - Dental Assistant - Paramedic 2. Analyze training, licensing, certification requirements for medical and paramedical personnel. 3. Discuss codes of ethics for medical, dental, paramedical personnel.

TOPIC: CONSUMER HEALTH (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
IV. Understand superstitions and popular beliefs based on scientific information and reasoning.	1. Discuss common health misconceptions and superstitions. 2. Discuss results of behavior based on nonscientific evidence. - Harmful - Expensive

TENTH GRADE

TOPIC: DISEASE CONTROL

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand symptoms, treatment, and/or prevention of sexually transmitted diseases (STD). - Acquired Immune Deficiency Syndrome (AIDS) - Herpes - Syphilis - Gonorrhea - NGU - nongonococcal urethritis - Chlamydia - Trichomoniasis - Monoliasis - Crab lice - Vaginal warts	1. Discuss symptoms of STD's. 2. Discuss resources available for treatment and prevention of STD's. 3. Discuss individual responsibility in reducing spread of STD's. - Stress abstinence 4. Analyze public attitudes toward persons with STD's. 5. Discuss and evaluate current research related to STD's.
II. Understand heredity and cultural factors influence incidence of disease.	1. Define heredity. 2. Discuss diseases in which heredity is a factor. - Tay Sachs - Hemophilia - Sickle cell anemia 3. Discuss cultural factors which influence diseases.
III. Understand role of federal agencies in prevention and control of diseases.	1. Discuss history and mission of federal agencies involved in prevention and control of diseases. - Public Health - Environmental Management - Pensions and Security 2. Analyze current programs and progress made in disease control.
IV. Understand factors which influence disease control.	1. Analyze and discuss preventive measures which aid in disease control and prolong life. - Personal practices - Community measures

TENTH GRADE

TOPIC: ENVIRONMENTAL AND COMMUNITY HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand interdependence of community and environment.	1. Define ecology and ecosystem. 2. Identify components of an ecosystem. 3. Explain ways in which community and environment depend on one another.
II. Understand relationship of community health practices, facilities, and services to individual health.	1. Identify community health agencies. - Services provided - Location of agency - Persons eligible for services 2. Research unmet community health needs and discuss possible solutions.
III. Predict health problems resulting from societal and environmental changes.	1. Define longevity, overpopulation, radiation, occupational health hazards. 2. Describe health problems that could arise as result of each area in #1. 3. Discuss possible solutions to - Storage of radioactive waste - Chronic illnesses of older citizens - Hazards in work environment - Expanding populations in underdeveloped countries.
IV. Understand role of legislation in community and individual health.	1. Identify community health hazards. - Uncontrolled use of pesticides - Improper sewage disposal - Unsatisfactory disposal of garbage - Litter 2. Investigate legislative action in regard to community health hazards. 3. Examine individual's responsibility for personal and community health. 4. Discuss activities in which individuals should participate to ensure better health measures. - Contacting city officials - Attending neighborhood meetings - Cleaning up litter in neighborhood

TENTH GRADE

TOPIC: FAMILY HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand influences of peer group on personal life.	1. Define peer group. 2. Discuss examples of peer group influences on individual behavior and/or self concept.
II. Understand relationship of family life and value systems.	1. Define values. 2. Discuss family background as basis of value systsem. 3. Discuss value system as determinant of personal behavior.
III. Develop wholesome attitudes toward sex and expression of sexuality.	1. Discuss wholesome pursuits as expressions of sexuality as opposed to pornography and promiscuity. 2. Discuss wholesome pursuits.
IV. Understand the significance of dating, engagement, and marriage.	1. Define love. 2. Analyze ways love develops. 3. Discuss dating as a means of enhancing social skills. 4. Discuss factors important for successful marriage relationships. 5. Discuss risk factors and/or percentage of failures in teenage marriages.
V. Understand importance of prenatal health.	1. Discuss relationship of parental health habits and fetal health. - Before conception - During pregnancy - During infancy
VI. Understand need for loving, protective environment for children.	1. Discuss meaning of loving, protective environment. 2. Discuss leading causes of death and/or injury among children.

TOPIC: FAMILY HEALTH (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
VI. Understand need for loving, protective environment for children. (continued)	3. Discuss ways children are protected. - By family and/or guardian - By sitters - By local communities - By schools - By laws 4. Discuss child abuse. - Percentage of cases - Causes of - Preventive measures - Laws regarding it

Growth rates have leveled off in most cases, but students continue to be concerned about personal stature and weight. Strength and physical coordination increase rapidly, and posture improves for most individuals.

The peer group is a dominant force at this time, and students often display critical attitudes toward their parents. They may also express resentment toward restraints and orders. Their interest in members of the opposite sex and in grooming and personal health care increases. Family health and mental health are two areas which need special attention. Safety education should also receive continued emphasis due to increasing motor vehicle accidents among young adults.

Interest in the biological and behavioral sciences increases among this age group. At the same time, most students begin to develop the ability to organize personal activities when allowed to do so.

The instructional objectives on the following pages were developed in recognition of the characteristics of eleventh grade students and represent those topics which should be included in a comprehensive health program for this grade level.

ELEVENTH GRADE

TOPIC: MENTAL HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Interpret basic drives, emotions, and frustrations in relation to acceptable behavior in society.	1. Identify normal mental health characteristics. 2. Recognize characteristics of emotionally mature person. 3. Recognize characteristics of emotionally immature person.
II. Describe healthy personality and self concept.	1. Define self concept. 2. Recognize healthy personality involves sound behavior arising from personal traits. 3. Recognize self concept as the manner in which individuals perceive themselves.
III. Understand major mental conditions and possible causes.	1. Identify major neuroses. - Phobias - Compulsions - Hysteria 2. Discuss psychoses. - Schizophrenia - Paranoia - Manic-depression 3. Identify causes of mental illness. - Heredity - Disease - Shock - Accidents - Stress and/or turmoil 4. Identify and discuss problems which lead to poor mental health.
IV. Understand psychosomatic illness and effects of stress on body and mind.	1. Define hypochondria, psychosomatic. 2. Discuss and contrast organic and psychosomatic disorders. 3. Identify sources of stress. - Loss of job - Death in family - Divorce - Problems with family members - Peer pressure 4. Discuss mental and physical effects of stress on individuals.

ELEVENTH GRADE

TOPIC: NUTRITION

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand effects of diets for weight control.	1. Identify and discuss diets for weight loss and/or control. - Protein diet - Carbohydrate diet - Crash diets - Fasting - Low cholesterol diet - Low calorie diet 2. Discuss advantages and disadvantages of diets in #1.
II. Understand planning of a balanced diet on a limited budget.	1. Review components of a balanced diet. 2. Compare costs of various foods included in a balanced diet. 3. Establish a budget and plan a balanced diet commensurate with the budget.
III. Understand health problems related to nutrition deficiency.	1. Identify and discuss health problems caused by nutrition deficiency. - Frequent illnesses - Lack of energy - Digestive problems - Severe weight loss - Poor condition of skin and hair
IV. Understand nutritional needs of adolescents.	1. Review special nutritional needs of adolescents. - Correct amounts of vitamins and minerals - Adequate calcium - Balance of carbohydrates and protein - Less carbonated drinks and fats - Adequate amount of water 2. Review nutrients that supply energy and those that do not.

ELEVENTH GRADE

TOPIC: PERSONAL HEALTH AND PHYSICAL FITNESS

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand optimal amount of exercise required to achieve each health-related facet of physical fitness.	1. Explain the target zone for each facet of physical fitness. - Intensity - Duration - Frequency of exercise 2. Discuss the target zone for persons of different ages and levels of fitness. 3. Define aerobic and anaerobic exercise and distinguish between them. 4. Define isometric and isotonic exercise and distinguish between them.
II. Understand benefits of exercise for all persons.	1. Discuss guidelines to be followed before starting an exercise program which is - Fun - Safe - A lifetime program - Adjustable as age increases - Beneficial to all skill levels 2. Analyze differences in exercise and sport programs for males and females. 3. Identify and discuss factors which either facilitate or hinder an exercise program. 4. Develop and follow an individual exercise program. 5. Discuss places in community where exercise programs take place.
III. Understand that correct body mechanics relate to personal health.	1. Define correct body mechanics. 2. Discuss relationship of correct body mechanics to - Appearance - Efficiency - Prevention of injury 3. Demonstrate proper body mechanics in various activities.

TOPIC: PERSONAL HEALTH AND PHYSICAL FITNESS (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
IV. Understand the relationship among rest, relaxation, and recreation.	1. Demonstrate and participate in several methods of relaxation. 2. Review conditions necessary for proper rest and sleep. 3. Investigate and plan several recreation activities that require participation of others or are done alone.

ELEVENTH GRADE

TOPIC: SUBSTANCE ABUSE

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand factors which affect blood alcohol level.	1. Define Blood Alcohol Content (BAC). 2. Discuss factors which affect alcohol level in the blood. 3. Discuss effect on individual judgment and actions as BAC percentages rise. 4. Discuss possible results of high percentages of BAC.
II. Understand legal implications of drug trafficking.	1. Identify enforcement agencies that are responsible for drug control and discuss role of each. 2. Discuss penalties imposed on persons who abuse use of drugs and alcohol and persons who traffic in drugs. - Legal penalties - Effect on family - Moral effects
III. Review decision-making skills as sound basis for personal action.	1. Evaluate beliefs as related to use of drugs. 2. Discuss reasons why and how to avoid abuse of controlled substances. 3. Identify sources of information relating to substance abuse. - Law enforcement agencies - Counseling services - Medical agencies
IV. Understand relationship of mental and emotional problems and alcohol and drug abuse.	1. Research and discuss mental and/or emotional effects of alcohol and drug abuse. 2. Discuss problems in the life of an alcoholic. - Health problems - Loss of job - Family problems - Monetary problems - Possible legal problems

TOPIC: SUBSTANCE ABUSE (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
IV. Understand relationship of mental and emotional problems and alcohol and drug abuse. (continued)	3. Identify and discuss problems of children who live with alcoholics. 4. Identify agencies who assist alcoholics or drug abusers. - Alcoholics Anonymous - Private hospitals
V. Know common drugs by generic and brand names.	1. Define generic and brand names and distinguish between them. 2. Identify common drugs by both generic and brand names.

ELEVENTH GRADE

TOPIC: DENTAL HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Review tooth structures and functions.	1. Review importance and care of both primary and secondary teeth. 2. Review number and functions of both primary and secondary teeth. 3. Review parts of a tooth and supporting structures of teeth. 4. Discuss problems caused by early loss of teeth.
II. Review common dental problems.	1. Discuss causes of plaque and tooth decay. 2. Discuss types and causes of gum diseases. 3. Explain causes of abnormalities of teeth and corrective measures for them.
III. Research types of careers in dentistry.	1. Identify careers available in dentistry. - Doctor of Dentistry (DMD) - Dental assistant - Orthodontist - Oral surgeon - Dental technician 2. Discuss training, responsibilities, and salaries of each dental career.
IV. Assess dental health programs at local level.	1. Identify agencies involved in dental health care and services provided by each.
V. Understand relationship of dental health to present and future physical health.	1. Recognize the value of an individual's smile. 2. Recognize effect of healthy teeth on personal appearance. 3. Discuss role teeth play in oral communication. 4. Discuss physical problems caused by poor dental health.

ELEVENTH GRADE

TOPIC: SAFETY AND EMERGENCY CARE

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Research and interpret economic implications of accidents.	1. Discuss high cost of accidents today and resulting economic losses. - Rising insurance rates - High cost of medical care - Damages awarded by courts - Cost of repairs to vehicles and other property
II. Recognize characteristics of accident-prone individuals.	1. Define accident-prone. 2. Discuss characteristics of accident-prone individuals. - Aggressive - Irritable - Defiant of authority - Less observant 3. Discuss accident statistics in relation to accident-prone individuals.
III. Understand relationship between environmental health and individual safety.	1. Identify factors in environment that are potential safety hazards for individuals. 2. Propose solutions to factors identified in #1. 3. Identify agencies and organizations responsible for control of environmental hazards and function of each. - Environmental Protection Agency (EPA) - Alabama Department of Environmental Management (ADEM)
IV. Understand causes of respiratory problems and emergency care for them.	1. Review symptoms of obstructed airway and reasons individuals choke. 2. Discuss actions to be followed in emergencies. 3. Know and demonstrate technique for rescue breathing. 4. Know and demonstrate proper technique for concious and/or unconcious victim with obstructed airway.

TOPIC: SAFETY AND EMERGENCY CARE (continued)

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
V. Understand care for a cardiac victim.	1. Define cardiovascular disease. 2. Discuss cardiovascular disease as leading cause of death in United States and risk factors of the disease. 3. Recognize signals of heart attack. 4. Define cardiopulmonary resuscitation (CPR). 5. Review purpose of CPR. 6. Know and demonstrate steps for administering CPR to an adult correctly. - Include importance of checking carotid pulse.

ELEVENTH GRADE

TOPIC: CONSUMER HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand effects of teenage fads, fashions, and consumer trends on health.	1. Analyze cost and effectiveness of various complexion aids. 2. Discuss effect of fashion on health. - Going without shoes - Using hair dyes and bleaches - Excessive exposure to sun - Desire to be slim 3. Discuss and evaluate products and/or services which make dietary or weight promises. - Weight Watchers - Exercise programs or health spas - Diet Control Clinic
II. Understand importance of selecting institutional care wisely.	1. Define hospital, clinic, nursing home and discuss differences in care offered. 2. Research and evaluate criteria for licensing of hospitals, clinics, nursing homes. 3. Discuss advantages and/or disadvantages of care offered by hospitals, clinics, nursing homes. 4. Analyze ways of financing medical and hospital expenses and sources of help. - Medicare - Medicaid - Health insurance
III. Understand importance of medical diagnosis by qualified personnel.	1. Define and differentiate among medical diagnosis, self-assessment, and self-diagnosis. 2. Discuss problems encountered with medical services, diagnosis, or medicine ordered by mail. 3. Discuss dangers of self-diagnosis and self-treatment for illness or physical conditions. 4. Discuss and determine what constitutes a basic periodic health examination.

ELEVENTH GRADE

TOPIC: DISEASE CONTROL

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand that promotion of health is a sound investment.	1. Discuss benefits of promoting health as a sound investment. - Cost in dollars - Increased life expectancy - Greater productivity - Satisfaction in living 2. Research statistical data which shows losses to society of poor health. 3. Discuss why "prevention is the best cure."
II. Analyze advantages and disadvantages of confidential medical treatment for teenagers.	1. Discuss availability of confidential medical treatment. 2. Discuss areas of concern for confidential treatment. - Control of venereal diseases - Parental objections - Lobbying efforts of various groups
III. Determine to what extent medical care is related to income.	1. Discuss need for adequate medical care for all categories of people. - Wealthy - Middle income - Low income - Elderly - Homeless 2. Analyze incidence of disease and ability to pay for care among groups in #1. 3. Discuss possible solutions to rising costs of medical care. 4. Discuss role of Medicare and Medicaid in providing health care and extent to which they are successful.

ELEVENTH GRADE

TOPIC: ENVIRONMENTAL AND COMMUNITY HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand population differences in the world and their effect on daily life.	1. Chart and discuss population of major countries. - Indicate urban and rural areas - Indicate life expectancies 2. Analyze effect on health status of nutrition and quality of medical care.
II. Assess increased needs for food, water, air, and waste disposal precipitated by world population explosion.	1. Define population explosion. 2. List and discuss diseases caused by polluted air and water and malnutrition. 3. Analyze problems caused by population explosion.
III. Understand need for controls to promote, protect, and preserve health.	1. Discuss health-related scandals that have been exposed in the United States since 1950. - Insurance frauds - Environmental pollution - Adulteration of food - Medical quacks 2. Discuss laws and regulations which regulate health and agencies responsible for enforcement of them.
IV. Understand obstacles to achievement of optimal health for various age groups in the United States.	1. Discuss obstacles to health. - Ignorance - Lack of finances - Apathy - Lack of available services 2. Discuss infant mortality rates and short life expectancy rates throughout the world in relation to life in countries where they occur. 3. Formulate possible solutions to health problems in #1 and #2.

ELEVENTH GRADE

TOPIC: FAMILY HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand importance of promoting health of parents and other family members.	1. Research health status of midlife Americans. 2. Discuss health problems associated with persons over 30 years of age. 3. Analyze relationship of present health habits of parents to health status in later years. 4. Propose strategies to prevent common illnesses related to aging.
II. Understand enhancement of family health through family group activity.	1. Discuss and plan family activities that would promote better health.
III. Understand that all families have periods of crises.	1. Examine events that could result in family crises. - Separation or divorce - Death - Physical abuse or incest - Loss of jobs - Problems with law enforcement officials 2. Examine approaches for dealing with family crises of various kinds.
IV. Understand factors to consider in making decisions about human relationships.	1. Discuss making rational decisions. - Influence of values - Effects of decisions on health - Factors influencing decisions 2. Discuss importance of human relationships in lives of all people.

TWELFTH GRADE

Student interests and actual participation in activities vary greatly. Most boys enjoy sports and competitive activities. Other students, however, find that lighter activities such as individual or dual sports, dance, hobby pursuits, and recreation are more enjoyable. Qualities to be stressed during this period include self-discipline, orderliness, self-reliance, adaptability, self-esteem, and confidence.

Marriages sometimes occur among this age group or soon after high school. Therefore, attention should be directed to issues of family and consumer health, substance abuse, and medical care. Other significant health concerns of students are nutrition and disease control, the latter topic having been brought to the forefront with the recent publicity concerning Acquired Immune Deficiency Syndrome (AIDS). Because students are now approaching adult stature and may be in the final stages of formal education, they are most interested in problems of an adult nature, and such topics should be dealt with openly and honestly in the health program. Experiences in developing solutions to health problems should be a part of the program, and students should be encouraged to assume responsibilities as adults.

The instructional objectives on the following pages were developed in recognition of the characteristics of twelfth grade students and represent those topics which should be included in a comprehensive health program for this grade level.

TWELFTH GRADE

TOPIC: MENTAL HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand correlation of personality in early years with personality in later years.	1. Define personality. 2. Recognize personality growth and development as a slow, continuous process. 3. Discuss stages of personality development as individuals grow.
II. Recognize symptoms of emotional maladjustment.	1. Define emotional maladjustment. 2. Identify and discuss symptoms of emotional maladjustment. - Temper tantrums - Rudeness - Hysteria - Anxiety - Depression 3. Discuss ways of helping persons who show symptoms discussed in #2.
III. Understand that all adolescents have common problems.	1. Identify and discuss causes of problems common to all adolescents. - Conformity - Making responsible decisions - Acting with maturity matching age - Avoiding possessiveness - Assuming responsibility for actions - Differing viewpoints from parents 2. Recognize adolescent problems as normal part of growing maturity. 3. Discuss possible solutions to problems from viewpoint of adolescent, parent, and other persons. 4. Discuss steps to modify behavior.
IV. Understand methods of treatment for mental health disorders.	1. Identify and discuss common procedures for treatment of mental disorders. - Drugs - Shock - Surgery - Group therapy 2. Compare types and results of mental health treatment today with those used 30 years ago.

TWELFTH GRADE

TOPIC: NUTRITION

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand negative effects of cholesterol on the body.	1. Define cholesterol. 2. Distinguish between saturated and unsaturated fats. 3. Identify foods which are high in cholesterol. 4. Identify and discuss health problems related to effects of excessive cholesterol levels. - Heart attacks - Hypertension - Strokes 4. Discuss and plan a low cholesterol diet.
II. Understand nutritional needs of expectant mothers.	1. Discuss special nutritional needs of expectant mothers and reasons for them. 2. Plan a balanced diet that meets nutritional needs during pregnancy. 3. Discuss role of state and federal agencies in helping to provide nutritional needs of eligible expectant mothers.
III. Understand sources of gastro-intestinal problems.	1. Define gastrointestinal. 2. Discuss symptoms of gastrointestinal problems. - Heartburn - Excessive gas - Chest pains 3. Discuss causes of gastrointestinal problems. - Stomach ulcers - Stress - Hiatus hernia - Allergy to medication taken 4. Discuss preventive measures for gastrointestinal problems. - Diet low in fats - Abstinence from certain foods - Relief from stressful situations - Medication as prescribed by doctor

TWELFTH GRADE

TOPIC: PERSONAL HEALTH AND PHYSICAL FITNESS

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Recognize the importance of regular health checkups.	1. Discuss what constitutes "regular health checkups" and where to get them. 2. Write a paper entitled "The Need for Comprehensive Medical Examinations."
II. Understand aspects of total fitness.	1. Define total fitness. 2. Discuss aspects of total fitness. - Mental - Physical - Social - Spiritual 2. Write a paper describing the meaning and importance of total fitness throughout life.
III. Understand the wellness concept and its relation to total fitness.	1. Define lifestyle diseases. 2. Discuss prevalent lifestyle diseases. - Ulcers - Nervous breakdowns - Depression - Alcoholism - Drug addiction 3. Discuss causes of lifestyle diseases. - Desires for "good life" - Receiving too much too early in life - Television portrayals of life - Advertising of new products 4. Discuss and plan lifestyle that promotes total wellness and is commensurate with present income. 5. Recognize personal responsibility for lifetime fitness program. - Relaxation activities - Adequate rest and sleep - Daily exercise - Balanced, nutritional diet - Satisfactory lifestyle within available budget

TWELFTH GRADE

TOPIC: SUBSTANCE ABUSE

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand penalties imposed by legislation for substance abuse.	1. Identify federal penalties prescribed by legislation for abuse of various drugs. 2. Identify penalties prescribed by state legislation for abuse of various drugs.
II. Understand laws which control use of alcohol.	1. Discuss federal laws that control production, sale, and use of alcohol. 2. Discuss state laws that control production, sale, and use of alcohol. 3. Discuss local ordinances that control production, sale, and use of alcohol.
III. Understand the harmful aspects of alcohol on specific body systems.	1. Discuss effects of alcohol on the body. - Brain - Liver - Stomach - Motor skills
IV. Understand effects of drugs on unborn children.	1. Research and discuss effects of various drugs on unborn children. - Alcohol - Smoking - Smokeless tobacco - Cannabis - Morphine, cocaine, "crack", LSD 2. Research past experiences of pregnant women and discuss consequences. - Thalidomide babies - Mental retardation 3. Plan a drugfree lifestyle.

TWELFTH GRADE

TOPIC: DENTAL HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand new developments in dental health.	1. Research new dental techniques and devices used. - Behind-the-teeth braces - Dental implants - Porcelain caps for teeth - Bonding to repair teeth
II. Understand importance of proper prenatal dental care.	1. Review proper daily care of teeth. 2. Review need for periodic dental checkups. 3. Discuss relationship between dental health of expectant mothers and health of fetus. 4. Discuss relationship of proper diet and dental health.
III. Understand role of community in solving dental health problems.	1. Identify dental health programs in community and services offered by each. 2. Discuss persons eligible for dental health services. 3. Understand individual responsibility in dental health. 4. Recognize all dental health problems cannot be solved by dental health programs and discuss acceptance of individual responsibility.

TWELFTH GRADE

TOPIC: SAFETY AND EMERGENCY CARE

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand current issues of environmental hazard control.	1. Identify problems of controlling environmental hazards in both urban and rural areas. - Dumping of waste materials - Cropdusting - Commercial pollution of rivers and lakes - Offshore oil spills - Litter 2. Discuss possible solutions for problems.
II. Analyze problems related to motor vehicle safety.	1. Compare incidence and types of accidents for specific age groups. 2. Discuss causes of accidents for specific age groups. - Alcohol and drugs - Carelessness - Mechanical failure - Speed control 3. Identify poor driving practices and propose solutions for them. 4. Recognize accidents as leading cause of deaths for persons below age of 35.
III. Understand emergency care of respiratory problems.	1. Review causes of choking or respiratory failure and symptoms of obstructed airway. 2. Review emergency action principles to be followed. 3. Review and demonstrate techniques for rescue breathing and obstructed airway in conscious and unconscious victims.
IV. Understand emergency care of cardiac arrest victims.	1. Review risk factors of cardiovascular disease and signals of a heart attack. 2. Review and demonstrate cardiopulmonary resuscitation (CPR) using correct procedure for adults.

TOPIC: CONSUMER HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Determine legal protection available to consumers.	1. Investigate services of agencies which protect rights of consumers. - Food and Drug Administration - Post Office Department - State and local health departments - Better Business Bureau - Attorney General's Office 2. Discuss public health laws 3. Discuss action to be taken in cases of fraud or harm to consumers.
II. Investigate deterrents to health misinformation.	1. Discuss spreading of health misinformation. - Through media - Through word-of-mouth 2. Discuss steps to be taken to correct spread of health misinformation.
III. Know and apply sound criteria in selection and use of health information, products, and services.	1. Develop criteria for selection of health information, products, and services. - Acceptable standards - Professional advice - Research findings - Avoidance of cure-all products - Seals of approval - Disregard for high-pressure advertising 2. Develop a method for appraisal of criteria in #1.

TOPIC: DISEASE CONTROL

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand influence of heredity and cultural factors on incidence of disease.	1. Research and discuss heredity and cultural factors which influence disease. - Cardiac problems - Sickle cell anemia - Hemophilia 2. Discuss influence of heredity and culture on morbidity and mortality.
II. Understand congenital defects.	1. Define congenital defect. 2. Discuss types and causes of congenital defects. - Cerebral palsy - Mental retardation - Epilepsy - Down's syndrome (mongoloid)
III. Understand psychosomatic illness and its effect on the body.	1. Define psychosomatic illness. 2. Discuss types of psychosomatic illnesses and their causes.
IV. Compare leading causes of death before and after 1900.	1. Research causes of death before and after 1900 and discuss reasons for changes.

TWELFTH GRADE

TOPIC: ENVIRONMENTAL AND COMMUNITY HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand roles of private and government health agencies.	1. Review government and private health agencies. - Responsibilities of each - Role of each in promotion of health - Services offered by each - Persons eligible for services - Information and educational services provided by each
II. Understand laws and legislation concerning community health.	1. Research legislation on protection of community health on federal, state, and local levels. 2. Compare protection on levels in #1 and effectiveness of each level.
III. Evaluate demands on industry created by legislation on environmental protection.	1. Identify demands made on industry. - Smoke abatement - Water quality - Solid waste disposal 2. Discuss effect of demands on production and cost to industry. 3. Determine to what extent local industry controls pollution and costs of doing so.
IV. Assess incentives or lack of incentives for industrial and domestic control of pollution.	1. Identify and discuss programs which provide incentives for controlling pollution. 2. Determine if programs are effective locally.

TWELFTH GRADE

TOPIC: FAMILY HEALTH

INSTRUCTIONAL OBJECTIVES	CONTENT/SKILLS
Students will	Students will
I. Understand the need for serious thought and careful planning in preparation for marriage.	1. List factors that should be considered in planning for marriage. 2. Differentiate between a meaningful engagement and dating.
II. Understand that family strengths must be identified and built upon to make the family an effective, healthy unit.	1. Discuss marital adjustments that must be made by both partners in a marriage. 2. Discuss family conflicts and possible solutions. 3. Analyze roles that each family member must play. 4. Discuss role of common interests in family strength. 5. Analyze responsibilities of parenthood and rearing of children.
III. Understand pregnancy, childbirth, and possible problems connected with them.	1. Discuss pregnancy and common health problems during pregnancy and childbirth. - High blood pressure - Feelings of illness - Excessive gain in weight - Miscarriage - Effect of diet on fetus - Rh factors (positive and negative) - Abnormal births - Effects of drugs on fetus
IV. Understand need for a sound family health program.	1. Discuss factors of a sound family health program. 2. Plan and implement a sound, individual health program that can be extended to a family program in later years. 3. Describe the plan in #2 in a written report and orally in the classroom.

APPENDIX A

HEALTH EDUCATION FOR THE SPECIAL EDUCATION STUDENT

HEALTH EDUCATION FOR THE SPECIAL EDUCATION STUDENT

Curriculum for special education students is essentially the same as that for regular education students. The same common core curriculum, once identified, should be modified for the special education student. To modify the core curriculum, the teacher must adapt what is taught by slowing down the pace, simplifying the content, stretching out the tasks (task analysis) and concepts, and reviewing materials frequently. The teacher must strive for relevance, real life situations, multi-sensory and multi-media instruction, appropriate assessment and grouping, and appropriate scheduling.

The curriculum should be decided based on what is most worthwhile and/or important for students to know and where they can learn it best. They may receive health instruction in either a regular class or in a special class. For those students who are capable of being mainstreamed successfully, programs should include the same content as that provided to regular students. There may be a need for some instructional modifications and/or accommodations in their environments. Decisions related to environment and curriculum content should be determined by an Individualized Education Program (IEP) Committee. Any secondary student who is pursuing a high school diploma must successfully complete the course(s) in health needed to fulfill State and local requirements.

The outline below is for those students (Emotionally Conflict, Learning Disabilities, and Educable Mentally Retarded) receiving instruction in special education classes. The outline is not a complete curriculum, but a framework on which the teacher should build. Teachers may add other topics that capitalize on students' interests and may add new health-related topics that emerge during the year. The IEP Committee must make all decisions regarding the content of the health education program for each handicapped student.

The following outline lends itself to flexibility yet is comprehensive enough to ensure a well-balanced program. Recommendations for health instruction include:

PRIMARY LEVEL (Grades K-3)

personal hygiene
good habits of nutrition, relaxation, and play
importance of exercise
health care workers
self-concept

INTERMEDIATE LEVEL (Grades 4-6)

personal hygiene*
hygiene care products
food groups

INTERMEDIATE LEVEL (Grades 4-6) (continued)

balanced diets
function of the sense organs
proper care of the skin, hair, teeth
anatomy and function of body organs
community health services
proper use of cleaning agents and pesticides
emergency care
health workers
self-concept*

*Review and reinforce material taught at previous level.

JUNIOR HIGH LEVEL (Grades 7-9)

personal hygiene*
health services
emergency care*
good posture
leisure time activities
physical fitness
common health problems
common health diseases (including Acquired Immune Deficiency Syndrome or AIDS) and their treatment
first aid
accident prevention (safety at work, home, school)
effects of smoking, alcohol, drugs
family relationships
immunization programs
health workers
mental health*

*Review and reinforce material taught at previous levels.

SENIOR HIGH LEVEL (Grades 10-12)

personal hygiene*
nutritional needs of adolescents
nutrition deficiency problems
health care occupations
safety education
leisure time activities
substance abuse and related laws
first aid/Cardiopulmonary Resuscitation*
diseases (including Acquired Immune Deficiency Syndrome)*
family planning and responsibility
family health
health careers
mental health and attitudes*

SENIOR HIGH LEVEL (Grades 10-12) (continued)

accident prevention*
emergency care*

*Review and reinforce material taught at previous level.

All levels of instruction should include the development of prevocational and/or vocational skills. Emphasis should be placed on career orientation, awareness, exploration, and development. Planning for employment is critical to senior high students who are exiting school. Transition will be smoother if appropriate planning is implemented early in the curriculum.

APPENDIX B

CAREER EDUCATION IN THE HEALTH EDUCATION PROGRAM

INSTRUCTION IN ETHICS, MORAL VALUES, AND CITIZENSHIP IN HEALTH EDUCATION

CAREER EDUCATION IN THE HEALTH EDUCATION PROGRAM

Career education is a comprehensive, educational approach to the preparation of students for living as fulfilled human beings in a predominantly technical, specialized society. Career education begins in kindergarten and continues through the student's school years.

The concept of developmental career education dictates the necessity for a total educational program which is relevant to the world of work and which is programmed to provide for

a. the development of an awareness of self and the world of work in elementary level students,

b. exploratory experiences for middle school students, and

c. the acquisition of knowledge and skills necessary for high school students to pursue further education or to become employed.

On February 2, 1984, the Alabama State Board of Education adopted Resolution F #40 which requires that the concept of career education be included in the curriculum of appropriate courses and subjects and that each local board of education ensure that career education be woven into the basic subject areas at grades K-12. Career education is intended to make education more relevant and meaningful to students through the infusion of career education concepts in subject matter.

The purposes of career education are to

1. provide students with an understanding of their places and future in the world of work,

2. assist students in learning how to make decisions,

3. enable students to recognize and investigate career choice based on their own interests and aptitudes,

4. encourage students to have a positive attitude about the application of work, and
5. provide students with a clear understanding of the Free Enterprise System.

Health education teachers should consider career education as an integral component of instruction to increase student ability to learn the content and skills included in this Course of Study. The health education curriculum contains a broad, basic body of knowledge encompassing a wide range of occupations as well as decision-making skills essential to the individual's successful participation in the world of work and related to the healthful living of the individual, family, and community. Health education teachers should utilize every possible opportunity to infuse career education activities into classroom instruction. Teaching health education skills in the context of career education will serve to enhance the relevancy of the curriculum for students.

The following represent some suggestions for teachers to utilize in integrating career education activities into health education courses of instruction:

1. As students acquire competencies in consumer health, dental health, disease control, environmental and community health, family health, mental health, nutrition, personal health and physical fitness, safety and emergency care, and substance abuse, they can participate in career education activities that will relate these content areas to occupations and the world of work.
2. Each student has some knowledge and feelings about himself or herself, what kind of person he or she is, and what he or she hopes to become, as well as motivation to increase his or her level of self-awareness. Decision-making skills are central to self-awareness and growth.

For example, students may use rehearsal simulation for practicing appropriate responses to peer pressure. Additionally, they can research the educational, physical, and mental requirements for a career or occupation they are interested in investigating as a potential career. After the conclusion of their research about a specific career or occupation, they can write essays or develop projects on how the career meets their needs as productive humans and citizens. Through the application of decision-making skills and the health education concepts and competencies, students learn the value of making rational and sound career decisions.

Career education is not conceived to replace or be in addition to any educational programs in existence today. It is intended, however, to make educational subject matter more meaningful and relevant to the individual by integrating the world of experience and the world of work into the classroom. Career education concepts suggest that subject matter can be made more meaningful to students through reconstructing and refocusing subject matter concepts around a career development theme.

The infusion of career education concepts into the Health Education Course of Study is based on the premise that education provides the student with an understanding of how to live, how to learn, and how to earn. Career education is the education of today's students in a manner which will help them enhance their ability to live and succeed in the technological society of tomorrow. It prepares the future adult to develop the philosophy that work has value and meaning to the individual and to society. It provides exposure to a wide variety of possible careers through examination of subject matter related activities, so that young adults can make career choices on the basis of knowledge of their particular needs, abilities, interests, and the needs of society.

INSTRUCTION IN ETHICS, MORAL VALUES, AND CITIZENSHIP IN HEALTH EDUCATION

The State Board of Education has a long history of affirming the inclusion of instruction in ethics, moral values, and citizenship in the courses of study utilized in the public schools of Alabama. In 1971, the Board approved a resolution setting up a plan for instruction in ethics and moral values in the school and reaffirmed this position in 1986 with a resolution mandating that the principles of citizenship, democracy, and patriotism be emphasized and taught in the classrooms of Alabama in each grade, K-12, in a planned, thorough, comprehensive, sequential, and verified way.

Schools in Alabama have long served as important agents for the preservation and transmission of our culture. Education to engender beliefs and values has been a persistent theme in American education from the early colonial days to the present. Education in the home and school was designed to emphasize that individuals had to conduct themselves in ways consistent with a common set of beliefs that translated into moral guidelines for citizens.

Values consensus theory suggests that there is a set of core values in American society on which there is some measure of concurrence. The public clearly expects schools to inculcate those values for which there is consensus. The following is a list of concepts that embody many of the common values embraced by Americans:

A. To develop a positive self-concept based on the dignity of the individual, the acceptance of responsibility, honesty, wide decision-making skills, and courage and honor.

B. To respect others by showing kindness, demonstrating good sportsmanship, accepting those who are different, and exhibiting a sense of fair play and justice.

C. To plan for the world of work based on one's interests and abilities, an understanding of economics and the Free Enterprise System, and an appreciation for the dignity and value of work.

D. To become a good citizen by showing respect for public and private property and law and order, by participating in the democratic process, by learning about America's heritage, and by demonstrating patriotic behavior.

Instruction in ethical and moral values and in democratic beliefs permeates the curriculum in all areas and at all levels. Traditional American values are especially emphasized in the Social Studies Curriculum Guide and in the Guidance and Counseling State Plan for Excellence. Opportunities for emphasizing this instruction in Health Education are also abundant. The development of decision-making skills and healthful living permeates our culture from one generation to the next. It is anticipated that health education teachers will incorporate such instruction in their daily lessons at every opportunity. Any subsequent health education instructional materials developed by the State Department of Education or by local education agencies should include comprehensive, documented instruction in ethical and moral development.

APPENDIX C

TIME REQUIREMENTS FOR SUBJECT AREAS

STUDY HABITS, HOMEWORK, AND STUDENT RESPONSIBILITIES

TIME REQUIREMENTS FOR SUBJECT AREAS

In accordance with # 1.1.5 (Action Item # F-1) adopted by the Alabama State Board of Education on February 23, 1984, which directs the State Courses of Study Committee to include time-on-task requirements in the State Courses of Study, the following recommendations are made:

THE TOTAL INSTRUCTIONAL TIME OF EACH SCHOOL DAY IN ALL SCHOOLS AND AT ALL GRADE LEVELS SHALL EQUAL 6 HOURS OR 360 MINUTES EXCLUSIVE OF LUNCH PERIODS, RECESS, OR TIME USED FOR CHANGING CLASSES.

THE FOLLOWING MINIMUM TIME ALLOTMENTS SHALL BE FOLLOWED:

SUBJECT AREA	GRADES 1-3	GRADES 4-6
Language Arts Spelling, Grammar, Listening, Handwriting Composition, Speaking	60 minutes daily	60 minutes daily
Reading	90 minutes daily	60 minutes daily
Mathematics	60 minutes daily	60 minutes daily
Science	30 minutes daily	45 minutes daily
Social Studies	30 minutes daily	45 minutes daily
Physical Education	30 minutes daily	30 minutes daily
Humane Treatment of Animals	20 minutes weekly	20 minutes weekly
Health	60 minutes weekly	60 minutes weekly
*Art	60 minutes weekly	60 minutes weekly
*Music	60 minutes weekly	60 minutes weekly
*Computer Literacy	60 minutes weekly	60 minutes weekly

*NOTE: The areas of Art and Music, as well as Computer Literacy, may be incorporated into other subject areas or taught separately on a rotating basis.

GRADES 7-12

A minimum of 140 clock hours of instruction is required for one Carnegie Unit of credit. A time allotment of either 50 minutes per day or 250 minutes per week will satisfy this requirement and still allow for flexible scheduling. This requirement applies to those schools which are not accredited as well.

In those schools where grade 7 and 8 are housed with other elementary grades, the school may follow the time requirements listed for grades 4-6 or the time requirements listed for grades 7-12.

REMEDIAL AND/OR ENRICHMENT ACTIVITIES

Remedial and/or enrichment activities should be a part of the time schedule for the specific subject area.

KINDERGARTEN

In accordance with Rule # 290-050-010-.02-.11ER Alabama Kindergarten, the overall daily time schedule of the kindergarten shall be the same as the schedule of the elementary schools in the system of which they are a part. In setting up a child's schedule, consideration should be given to rest periods and variety in activities. The schedule should provide some time for the child to follow individual interests in a relaxed, unhurried atmosphere. The schedule should be flexible and not followed in such a manner as to cause tension or a feeling of pressure on the part of the child. In a well-planned kindergarten program, a child should enjoy and profit from a full-day's activity.

STUDY HABITS, HOMEWORK, AND STUDENT RESPONSIBILITIES

Through classroom activities, students should learn to understand and to accept responsibility and to value the importance and dignity of work. Students need to become aware that their competency increases their ability to achieve desired goals and to function as responsible citizens. Early in school, students should learn that work and responsibility are important aspects of growing up. They should take pride in work well done.

It is important for students to see how their relationships with adults and classmates affect their performance and success in school. When students become responsible persons, they learn to accept and solve problems, as well as to trust in their own abilities. This acceptance of responsibility helps to make their relationships with others more meaningful and satisfying.

Guidelines for promoting appropriate student behaviors which lead to acceptance of responsibility should be developed by local boards of education. These guidelines should focus on giving students a sense of ownership or investment in their education. Lessons should include emphasis on student responsibility and evidence of student progress in accepting responsibility.

In relation to the understanding and acceptance of responsibility and to the value of the work ethic, students should learn to study effectively and to apply problem-solving and critical-thinking skills. Student responsibility in the learning process must be clearly defined. The use of study skills and homework should be a part of every student's instructional plan.